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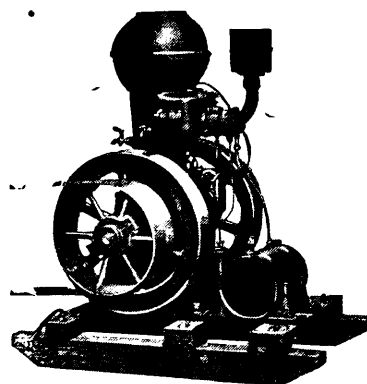
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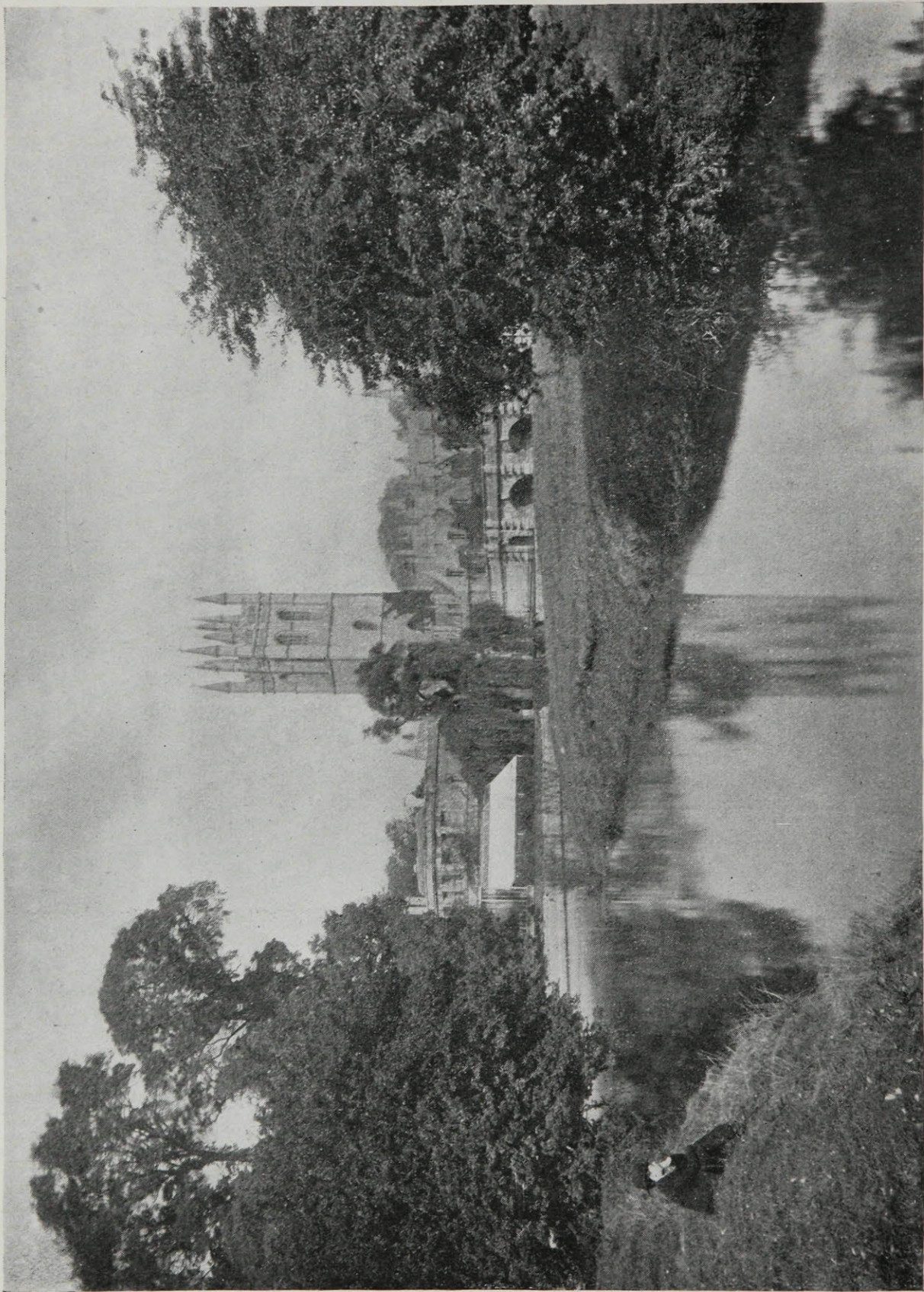
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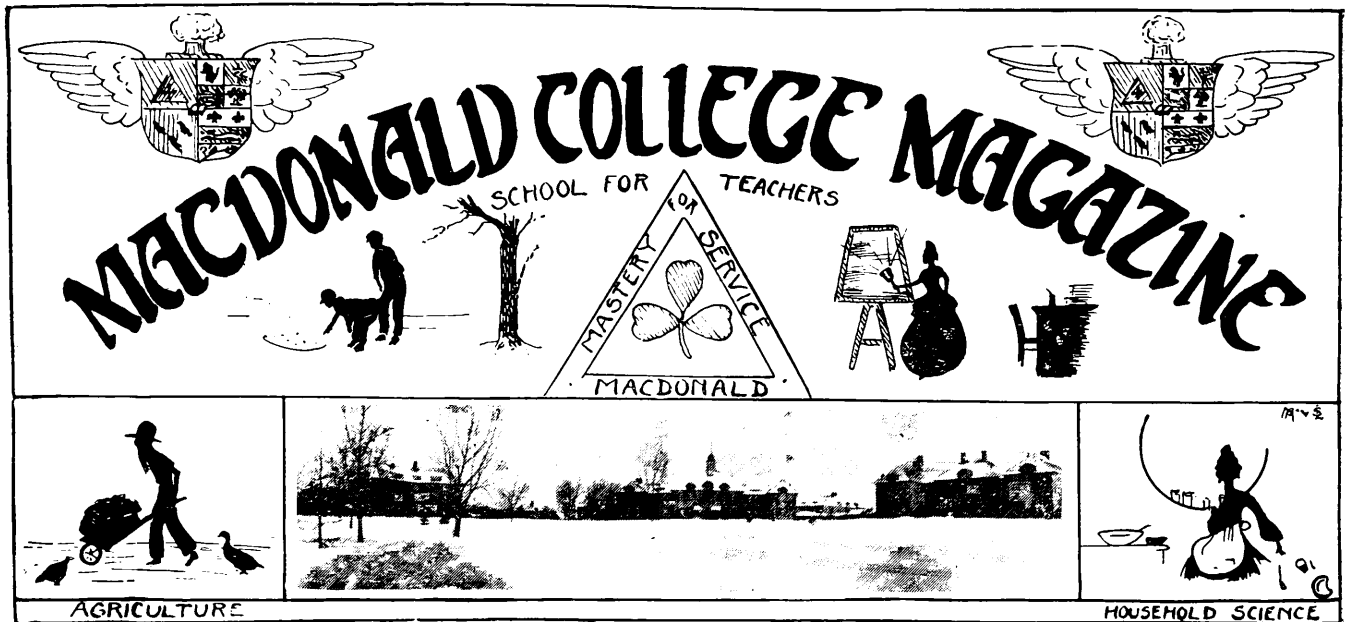
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VOL. X

FEBRUARY—MARCH

No. 3

Glimpses of Oxford University

By P. H. Ashby, Agr. '22.

THE University of Oxford may be said to have begun at the beginning of the twelfth century. It might be interesting to some of us who were in hospital at Etaples or in the camps there, to know that one of the early "doctors" or "masters" of Oxford was one Theobaldus Stampensis, of Etaples. He was at that time (the 12th century) teaching sixty or a hundred scholars. In 1133 we read of a more famous "master," the theologian Robertus Pullus, as teaching there. Again, we read more of this university about 1167. Soon after that date, Oxford began to blossom forth into what was called a "Studium Generale," or "a place of study," which attracted students from distant regions. The usual place, however, of higher education for Englishmen was in Paris. It was the custom in those days that when the students or scholars quarrelled with the

townsfolk, as they often did, or any other event took place which prevented their continuing their studies in that place, they migrated to some other and more hospitable city. Most of the European universities were built up in that way.

The scholars at Paris transferred themselves between 1167-1168 to England, many of them going to Oxford. All apparently went well at Oxford till about the year 1209 when, it is said, that 3,000 (?) students were studying there, having come from all parts of the world. Trouble cropped up at that time, however, when a woman was murdered by a scholar, and the result was a violent quarrel between the townsmen and students, and two or three students were hanged by the townsmen. This was the signal for the scholars to migrate, and away went 3,000 students; some going to Cambridge and some to Reading.

After this the town of Oxford remained almost destitute till about 1213, when by degrees students began to take up studies there once more. This was not, however, the only fight that took place between the scholars and townfolk, for in 1354 the most famous of all "town and gown" riots took place, when for two days they fought a pitched battle with swords and bows. The old city wall in New College grounds, seen in the picture, was the scene of many tough fights. The crevices in the wall through which the arrows were discharged may be noticed. A great many scholars were killed in this quarrel and the battle ended in favor of the townfolk. The scholars did not migrate this time, but actually throve on their misfortunes. The mayors and bailiffs and sixty burghers of Oxford were condemned to appear annually at St. Mary's Church, a beautiful edifice on the High Street, near All Souls' College, to "cause a high mass to be said for the souls of the victims and each to offer a penny on the altar to be divided between the curate and certain poor scholars."

The town in those days was governed by the University, which still retains a considerable share in the policing and general government of the town. The "Proctors" still go about the streets in their academical dress accompanied by two or four burly individuals called "runners," who quickly give chase should a student be found in a bar-room or dance hall, playing billiards before 1 p.m. or after 10 p.m., loitering about the stage door of the theatre, taking part in pigeon-shooting, cock-fights, or similar sports, and so on. I witnessed such a chase about 10 o'clock one evening when a scholar attempted to repeat an old trick by placing some bed-

room furniture in a very conspicuous place on the main street, to the evident amusement of hesitating passers-by, particularly the small boy.

And so the university grew. Colleges were founded and libraries built. In those old days the usual method of living was for a party of scholars to rent a house or inn, hire their own servants and divide the expenses among themselves. The wealthy scholars resided in a house of their own, and the very poor lived as cheaply as possible with some family in the town. Nowadays, the freshmen live in the colleges, the older students moving out into licensed boarding-houses as their rooms are required, or when they feel like getting down to real hard work.

Another interesting feature of life there years ago was the coffee-houses. Nowadays restaurants have taken the place of the coffee-houses. In 1678 it was asked, "Why doth solid and serious learning decline and few or none follow it now in universities?" The answer was, "Because of coffee-houses, where they spend all their time." Time spent in the coffee-houses was not by any means all wasted. Here the students got together and discussed the latest problems that faced them or the country; they read the newspapers; discussed the latest books and the professors. It created and stimulated thought and many a lecture of little account was "skipped" in order to thrash out something of momentary importance. I noticed when I first went to Oxford, that many students were engaged in studying or, as they say there, "reading" subjects which had apparently no connection with their future work or occupation. Those men could talk intelligently on any topic that might be brought up, and many times, I must ad-

mit. they knew more than I did concerning Canada and Canadian agriculture. Instead of studying for the purpose of answering examination questions, they are studying with a bigger object in view, that of solving the big problems of the day, of getting a real knowledge of things in general, and the lecturers, realizing that, deliver their lectures, not with the object of giving their student something to copy down in his note book, but of giving the student something to think about,

revival so late as the University of Oxford." It was not until the last few years of the 18th century and first few years of the 19th century that its revival did take place. Balliol College, which has a great reputation, laid the foundation of its future distinction by opening its scholarships to competition among all comers. Balliol College on the outside looks very plain, but, like them all, its beauty lies behind its walls. I spent many pleasant and profitable evenings in that college, for a blind



One of the grand old dining halls. (Christ Church College).

something that will last, that will be remembered.

Many distinguished men were among the professors of the 18th century, as, for instance, Halley, the astronomer, and Blackstone, the lawyer. But there came a period of academic decadence all over Europe, and particularly was this the case at Oxford. Some tutors "well remembered they had a salary to receive, but forgot that they had a duty to perform." It is said that "no university ever sank so low or began its

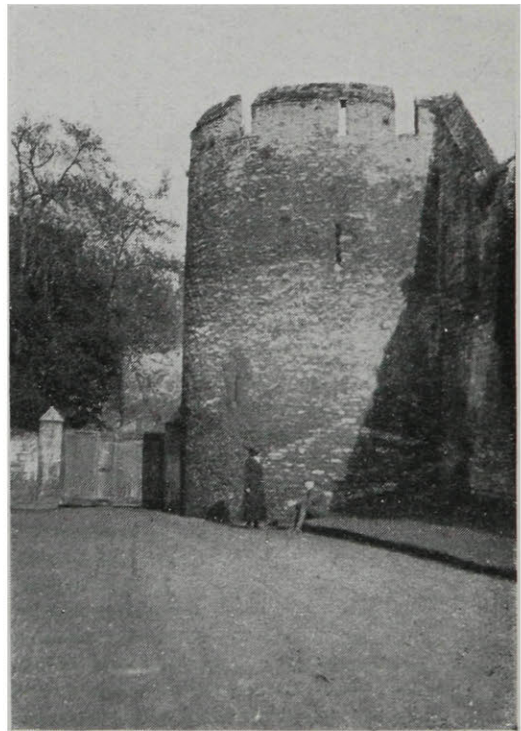
Canadian was a scholar there. I have never met a more cheerful and clear-thinking man. He had a marvellous memory. He recognized his friends by the sound of their voice or the feel of their biceps. He regularly attended lectures, walking from one college to the other with fellow students or alone, as the case might be, finding his way about with little difficulty. I met him one Sunday afternoon riding a bicycle along a country road accompanied by a chum of his.

The town of Oxford itself has its beautiful as well as its less pleasing aspects. The side streets are mostly narrow, and in the working-class sections are as bad as some of our own, although the buildings are much more stable and comfortable than most of our own ugly and poorly built ones. The more recent streets and houses are really pleasing; everybody makes a home of their dwelling place instead of merely using it as a place in which to live. The climate is ideal for the successful cultivation of flowers and trees and lawns, and everybody takes a keen interest in making their surroundings more beautiful; so the whole town is made to resemble one big garden, the old buildings adding to its beauty. It was always a pleasure for me to call for my chum and go for a stroll along the roads and see the different gardens. One could almost tell, I feel sure, the type of person living in each house by the tidiness of the garden and the arrangement and choice of flowers. One thing in particular was very pleasing and that was the great quantity of hawthorn trees growing in and about Oxford. When these trees, which are about the size of good big apple trees, are in bloom they are an attractive sight. The tree is one mass of bloom, some pure white, some pink, and others scarlet.

I have not mentioned the university buildings yet, for I do not feel that it is within my power to describe them, and even if I did, you could never form a true conception of them. Each college has its own peculiar beauty. One can stand (as I have often done) and look at those old buildings, and think of the work put into them. Not only manual labor; but thought. How could they in those old days build such wonderful structures? Are we today drift-

ing backwards? When we build today we either make a poor attempt at it or copy the ideas of those of years ago. And so, because in these olden times men lived to make this earth more beautiful, the present generation is still able to reap that great harvest which they themselves also reaped.

Each college has its own gardens, some being very famous, as, for instance, the gardens at Worcester College, with its beautiful, soft, velvety lawns, miniature lakes with swans upon



Part of the old City wall in the grounds of New College.

them, the walks in the grounds of Magdalen College, and the gardens of Wadham. It is always to me a great pleasure to wander through such gardens, and, whenever I felt so inclined, I took a book and went into one or another of the gardens. But I do not ever remember reading for long. I could read that book in years to come or somebody else might read it aloud to me when I am old and my sight is gone, but never would I be able to enjoy nature again as portrayed there.

Another thing of great beauty is the choirs. Each college has its own choir, composed of men and boys. These boys receive a great training, starting as they do when quite young, and working up as they become more efficient. Each college takes upon itself the education of these boys in payment of the services they render. Every evening a short service is held in the college chapel. Here, again, I must leave you to form your own conception of how beautiful such a place could be made. You will never know, I feel sure of that, until you have entered one of them yourself. The general public are not permitted in all the chapels during the service, as each scholar has his own seat, and there are no other seats available. There is, however, a place in the vestibule where the public may sit if permission is granted by the warden.

There are many old-time customs still rigorously carried out by the different colleges to this day. For example, at 5 a.m. on the first of May each year, the Magdalen College Choir mounts to the top of the tower, seen in the frontispiece, from which place they sing anthems. The bridge and streets nearby are usually crowded at that early hour, for one seldom gets the opportunity of hearing such singing, and, coming as it does from such a height, reminds one of the stories one read when a child, and the mental pictures one formed of heaven and the angels' singing as they hung there in the clouds. At Queen's College a very impressive ceremony takes place at Xmas, when all members of the college present assemble at a great banquet. Trumpets are sounded and a boar's head is carried on a great platter at the head of a procession, the choir singing anthems composed for that occasion.

The lecture rooms vary slightly in the different colleges and are by no means up-to-date, neither would one have them changed for the more recent ones. Many great paintings adorn the walls of these rooms, and those of all the rooms in use. They do not wait till a man dies and then put up his portrait, but they put it up while he is living, so that he as well as others can see it and by so doing show their gratitude to the man for the great service he is rendering to them and to the world.

And so one thinks when in the presence of such minds and among such buildings. There is a great atmosphere of learning pervading those old lecture rooms and buildings and at first one's thoughts wander: one feels the presence of master minds, of the greatness of mental training, of being able to think and reason clearly. To look about and around one, is to say: We in America have not all this.

As to the sporting side of the life at Oxford, we on this side of the Atlantic must take off our hats. They are the real sportsmen, playing for the sake of the game. How often have I heard individuals of one team express their appreciation of the work of some individual of the opposing team by such words as "well played, sir! What a contrast to our own expressions often heard as "rotten luck" or "too darn bad."

Every afternoon is devoted to sports. The greatest of all sports there, is, without a doubt, rowing, and as a test for strength, endurance, and team work, there is, I am sure, no sport to equal it. To become one of the eight one must work, and work hard and continuously, for it is an art that few can master. Every afternoon, rain or shine, one must row. You are carefully taught

the correct positions of the body and limbs in all stages of the stroke, and until they are mastered one cannot hope to even get into the 'tub four.' Here your schooling continues until you are proficient enough to enter a "tub eight." You may, in your first year become sufficiently qualified to row in the "Torpids," but it usually takes two or more years of rowing to become proficient enough to enter the regular races. The real "eight" is but a shell that requires considerable skill in its operation. Every detail is looked into before the race, even to measuring one's "stroke." The week of the races or "eights week" is one of the greatest social functions of the year. Each college has its "barge" (or floating clubhouse) on the river, where one entertains his relatives or friends. These barges are of course arrayed in the college colors and rowing colors. It is a great picture along that river during those six days, a picture that one never forgets.

Oxford University certainly underwent some trying times in its history, but had, one might say, a natural growth, developing from a little place of learning to its present high position in the educational world. During the war it was almost deserted, many of its colleges being handed over to the military for use as hospitals or for the training of officers for the front. But today normal conditions are once more being restored and a record number of students are already in residence. Moreover, these students are back with even bigger thoughts than ever before. As one of the professors said, "I have never before seen such a desire for learning." These men have entered Oxford with the object of reaping the great benefits to be obtained from courses at such a university, the influence of which on the advancement of the world's education cannot be overestimated.

What the Soldier Settlement Board is Doing

By W. C. R. Bradford, Agr. '21.

THE Soldier Settlement Board is a government board of re-establishment, the direct result of a long and careful study of conditions in Canada as found at the close of the Great War. It primarily aims to render assistance to returned soldiers by providing a suitable means of livelihood, thereby aiding to relieve the congestion caused by the return of some four hundred thousand citizens, and second, to help along the foremost industry of our country—agriculture. Ours is essentially an agricultural country and it was thought

that some system might be adopted to settle returned men on the land, thus serving the two-fold duty of aiding the returned soldier and furthering the interests of the country as a whole.

The main purposes of the Soldier Settlement Board are two: firstly, to settle only those soldiers whose best interest will be served by engaging in farming, and secondly, to settle soldiers on agricultural lands suitable to be made a first-class home, close to existing railways. It is realized that there are many good farms in even the best locali-

ties that could be bought and turned over to returned soldiers, which would otherwise be lost. To this end the following grants are allowed in eastern Canada:



The type of place the Board does **not** buy.

1. Up to \$4,500 on the purchase of land.
2. Up to \$2,000 on the purchase of livestock and equipment.
3. Up to \$1,000 for the erection of buildings and other permanent improvements.

Of these loans the first and third are repayable amortized in not more than twenty-five equal annual instalments. The second is repayable in four annual instalments beginning the third year after the loan has been made, no interest being charged the first two years. The interest on all loans is at the rate of five per cent. In the case of the loan for land an initial payment of ten per cent of the total loan is required from the settler to ensure good faith, though in very special cases this may be waived.

An erroneous impression seems to be scattered broadcast that any soldier may apply for and receive a loan, but this is not the case. A soldier must first qualify as capable of making a successful farmer and satisfy a Qualification Committee as to his military service, physical fitness and experience.

Should the Qualification Committee find the applicant to fail in these requirements they may recommend further training or dispose of the applicant as unqualified. When further training is recommended, the applicant is given the opportunity to work with some successful farmer or be sent to a training school at Lennoxville, until such time as the Committee are satisfied that sufficient experience has been acquired. While undergoing further training cash grants up to forty dollars, are allowed for subsistence (depending upon the number of his dependents).

The Soldier Settlement Board provides for direct supervision in all purchases and holds a first mortgage upon all lands, stock or equipment, until such time as they are paid for. While this



Two of the Board's sturdy hopefuls

method does not allow much scope to the soldier, it is a very necessary precaution to ensure the safe investment of money loaned. Arrangements have been made with the leading manufac-

turing firms of implements and farm equipment whereby the soldier receives very considerable reductions in practically all purchases. These are bought through the Equipment Branch, which is in a position to advise what equipment is most suitable to the different conditions and the best and cheapest source of supply.

In Quebec a number of returned soldiers have already been settled in locations extending from Frontenac County to Hull, and as far north as Annonciation in the Laurentians. During the summer of 1919 about one hundred and fifty were settled. The majority of these are showing ample evidence of becoming first-class farmers as well as a great asset to our province. In other provinces where land is cheaper, particularly in the West, the number of applications has been so numerous that it was impossible to deal with them all.

Very soon the scheme will be thrown open to Great Britain, and it is believed that the influx due to its popularity will be great; however, this is merely speculation at present.

The Soldier Settlement Board is a practical scheme which, with careful supervision and care, will have a far-reaching influence upon our rural conditions. It is not a cash disbursement, but a loan, which has eventually to be repaid to the government. It does, however, give an opportunity to many soldiers to get a real start in farming, where otherwise it would be most difficult to procure capital to the extent required in purchasing a farm. As no interest or payments for stock and equipment are required in the first two years, it allows the settler to get on his feet at the beginning, which is found to be the greatest drawback in the ordinary method of purchasing a farm.

Meeting of the Student Volunteer Movement

DES MOINES, IOWA, Dec. 29-Jan. 4.

By M. A. Jull, M.Sc., B.S.A.

THE recent Convention, held after a lapse of six, instead of the usual four years, was particularly significant in giving expression to the enormous problems confronting the world at this particular time and for the great need on the part of men and women to think in terms international as well as national. A feeling of international solidarity was evident in all of the meetings of the convention as the numerous problems were under discussion. Indeed, it was a co-mopolitan gathering. Forty nationalities and al-

most as many religions were represented. There were over 7,000 officially registered delegates, including about 30 Canadians, representing over 900 institutions of higher learning in the United States and Canada.

Probably no other meetings are ever held where Canadian and American students are more enabled to realize their solidarity, for the movement has brought within the range of its influence more colleges than has almost any other national or international student movement. In such a gathering as the

Des Moines Convention "we come to appreciate afresh, that we of these two young Anglo-Saxon lands have behind us a common tradition in the deepest things of life—those that pertain to religion, language and laws, that we are inspired by common ideals and destinies, that we are summoned to share common responsibilities. This solidarity has come to mean something richer and more profound as a result of the common experience which has tinged with blood and tears the recent fateful years."

In view of the changed condition of the world as a result of the war, the time of holding the Convention was very opportune, since, "The great war revealed as never before, the limitless capacities of the students of our generation." Capacity for service in a changed world order seemed to be the dominating note of the Convention.

It is quite impossible, in a brief report, to give even a synopsis of the many addresses delivered, by representatives of many nationalities, before the sessions of the Convention as a whole and at the numerous sectional conferences. Moreover, it is probably more desirable from the standpoint of the interests of the students of Macdonald College, to give expression to the underlying thought which ran through all the addresses.

Dr. John R. Mott sounded the keynote of the Convention in the opening address on "The New World and the New Day," and their demand upon universities and colleges of North America to furnish a larger leadership. He reminded us that we stand on the threshold of the greatest opportunity which North American students have ever confronted. "How absolutely differ-

ent is the world which we view today as compared with that of six years' ago? Parts of the world which but yesterday we regarded as stable, are still trembling. It is an impoverished and overburdened world. The backs of innocent generations will bend low in toil and sacrifice as a result of impossible burdens imposed by the recent war. It is an exhausted and overwrought world and the nerves of the people have been worn threadbare. Not only is there hatred between the groups of nations which have been at war, but there has been a falling out among certain of the countries which were united in the struggle. More ominous still is the fact that in virtually every nation which was at war and in neutral countries as well, there has come a great fissure or rift between different classes." The present unstable condition of the world demands, therefore, leadership of the highest quality.

The terrible losses in leadership and the general condition throughout the world demands the consideration of all earnest students. This is clearly indicated in a forceful manner by the following quotation from one of Dr. Mott's addresses. "The world is confused and bewildered. How few, even among the leaders of the nations, give one the impression that they know the way. Reversing the terrible picture, we may, on the other hand, thank God that the world is plastic to a degree hitherto unknown. It may now be cast in new molds. It is a humbled world. What nation today gives one the impression of pride and self-sufficiency, as was true of not a few nations, but six years ago? This suggests the hopeful fact that the new world is a teachable one. Compared with the days preceding the war, the world is still unsel-

fish, although unfortunately, by no means as unselfish as a year ago or still less, two years. Nevertheless, it is still responsive to a wonderful degree to the appeal for help and co-operation. Moreover, wherever one looks one receives the impression that we are living in an expectant world. The most backward, depressed, oppressed and discouraged peoples seem to have their faces lifted with a new hope as they look toward the coming day. Suppose we had met at the end of the usual interval of four years, that is, two years ago, or suppose we had convened even a year ago, right after the signing of the armistice; what an inadequate view we would have had of the colossal and over-powering tasks awaiting our particular generation. What a generation this is. We must quicken our pace. Let me reiterate what I have said more than once, that I would rather live the next five or ten years than at any time of which I have read, or of which I can dream.

“What is the call to the colleges and universities of this particular day? It may be summed up in the one word, the call for *leadership*. Many are needed in industry, commerce, and finance. Others are needed in national and international politics, to Christianize the impact of our western civilization upon the non-Christian world. Men and women of the colleges are needed as investigators, thinkers, writers and editors, to master and interpret the facts of our day in terms which will command the attention and following of the masses of mankind. Others are called to become professors and teachers, for as the old maxim expresses it. “What you would put into the life of a nation, put it into the schools.” The universi-

ties must furnish mediators, true statesmen, in this day of clashing and strife between classes and race nationalities. Or, in another and possibly a better word for these days, the call comes for builders of the new order. The period of building has arrived. Every Canadian and American student of wide outlook, unselfish spirit and constructive ability is needed. An added responsibility comes upon us, because of the startling depletion of the universities of Europe. Why did hundreds and thousands of the schoolboys and students of the nations with which we made common cause in recent years lay down their lives? They did so that their lives might become foundation stones of the new order. Their lives became foundation stones. Shall we not rear the superstructure?”

Dean Brown of Yale University has sufficient confidence in humanity to believe that we shall rear an adequate superstructure and he believes further that the young men and women of today will have considerable influence in transforming chaos into order, providing they appreciate their opportunities and realize their responsibilities. In addressing the Convention he referred to the lessons gained from the war as a fresh manifestation of the essential soundness of the moral element in mankind. The court of last appeal in every vital issue is what the people are thinking and feeling and that upon which they highly resolve: therefore, “the development, in the college, on the college campus, in the country district and throughout the land of a higher quality of national life, is an obligation that rests particularly upon the students of the universities and colleges.”

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"Mastery for Service"

PUBLISHED BY THE STUDENTS.

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EDITORIAL

FOREWORD.

TIME brings changes, and so it is with us. Looking around almost everything seems to be going through the process of changing. The value of the pound sterling in dollars, and the Canadian dollar in American money, is changing; the weather is changing; the season is changing; the Short Courses and Elementary Classes at the college have changed; the manner and time of electing a new maga-

zine board has changed; a new managing staff and assistants from among the men students have been installed in office—and so we make our bow to our readers—and we are glad to find ourselves in the company of the lady members of the board, already elected. They are workers.

So many others before have found themselves in the position we are now in, and countless hopes and aspirations for the future of the magazine have

been expressed by them. It seems to be the usual thing, and, after all, is it not the obvious thing to do? Most people when entrusted with any task of importance will affirm their intention to do their best, and we are not an exception. Actions speak louder than words, however, and time will tell whether or not we have done wisely and well.

Suffice it to say that *we* shall do our best to maintain the high standard attained by magazine boards of the past, but we ask and expect the willing co-operation and help of the student body in producing the necessary material. This magazine is supposed to represent the efforts of the students and the spirit of Macdonald College. Are *you* going to help to make it so in deed as well as in word?

NOW IS THE TIME.

In the October-November issue of the Magazine there appeared an editorial entitled "The Wonderful Year," in which the students of Macdonald were urged to make this present year such a success in every way that all succeeding years would have to be measured up to it, attempting to reach its standard rather than being able to surpass it. Before Christmas it appeared that this hope was a futile one, that this year would go down into history as a mediocre one, noted neither for anything exceptionally good nor anything exceptionally bad; but since the re-opening in January new hope has arisen in our breasts. We have got to know one another better; the opening of the rink has improved the social spirit; the playing of basketball by the men and women students, and of baseball and hockey by the men, against outside teams, has awakened college spirit; and the pitting of class teams against one another has

awakened class spirit. The long-delayed coming of the snow has made possible skiing, snow-shoeing and sliding, which are being increasingly indulged in. These pastimes, together with the Saturday night dances in the Girls' Gym, and in the St. George's Parish Hall, the smokers arranged by the men for their own enjoyment and in honor of the farmers and others attending the short courses in January, all these things working together have resulted in a show of college spirit altogether lacking before Christmas. Therefore we still look forward expectantly to this year going down in the history of the college as "The Wonderful Year." There is yet time. Staff and students, boys and girls, Science, Teachers, and Agriculture -- we all must work and pull together!

After all, the spirit really makes the college, and everyone of us holds Macdonald very dear. Let us work for her and for one another while there is yet time. Spring will be here all too soon and many will be departing never to return again as students. Let us make the most of the time that yet remains to us.

"Of all the words of tongue or pen,
The saddest are these: 'It might have
been.'"

OUR RESPONSIBILITIES.

Every man, woman and child in Canada today is faced with present or future responsibilities greater than have ever before been experienced in our history. They may not in all cases stand out so prominently as certain problems of economics and challenges to our nationhood have in the past; nevertheless they are there.

The opportunities to know and realize the existence of these problems, and each one's share of the responsibilities for their solution do not come to all classes of the population in the same degree, because all people have not the same amount of knowledge nor the same opportunities of acquiring it, nor are all people equally able to see plain facts or read between the lines, whichever the case may be. There should be few people of today better versed in Canadian affairs and problems than the students of Canadian universities and colleges, provided they are interested in these affairs and make use of their opportunities. It is a sad fact, however, that for many this is not the case.

Canadian students of today have a special duty to perform. They should be preparing themselves to be *leaders* in their various fields when they graduate. A student with an open mind is in a peculiarly opportune position to do this. He or she must hear, and should read, various views on the many problems of the day; and thinking along these lines lead on to something else: the thought "What can I do to further Canada's real interests when I graduate; or even now?" Most students probably are free from real political bias and they should possess enough intelligence and perception to reason out the best course, and not be carried away by the crowd.

How Canada needs strong young men and women full of purpose today! Happily for her (if the pulse of the student bodies throughout Canada can be read aright) there is evidence of a strong desire on the part of the students to help to make a change for the better, and evidence also of the will to see it through.

WASTED TIME.

Any time I spend in doing what I don't affirmatively want to do, in view of my ambitions and responsibilities, I call wasted."—*Holworthy Hall*.

Ambition, as a rule, brings us to college, and college life brings to us new responsibilities. Especially is this true here at Macdonald where we enjoy student government and so many College activities.

So it is that at some time during our College course we are asked to fill some office in one or more of the student organizations. Over and over again the reply is, that we have no time and thus lightly cast off our share of responsibilities. Nine times out of ten this is a poor excuse, for in giving the answer we know we are guilty of wasting time that should be devoted to such work. Let each of us take a mental note of time we have wasted since coming to college, which could have been put to better advantage in helping us to attain our ambitions, or in taking our honest share of a student's responsibilities.

Then we realize that we are wasting much time on trivial matters, consequently letting the things that really count suffer. If each one of us makes it his duty not to waste time, then all our activities will be carried on, not by a few, but by many, willing workers.

A NEW OBJECTIVE AND A REVIVAL.

Speaking of changes, there are two matters on which we have pronounced opinions, and which we are making an effort to see fulfilled in this issue.

Our first opinion is that Macdonald College should be brought into closer touch with the younger elements of the rural population, getting them to feel

a sense of companionship with the students at present at Macdonald. We want to get them to look forward to one day attending the college themselves, and we want to help to instil the ideas of future responsible citizenship in their minds and to assist in the formation of a determination that they will do their part in furthering the best interests of their district, province and country—Canada. With this end in view we have introduced a new section in this issue of the magazine, entitled "Our Wider Interests," and its objects and the proposed manner of attaining them will be found therein.

The second opinion we have is, that the students should have an opportunity of expressing themselves on various matters in connection with their life at the college, or of writing short articles on things that interest them. For this purpose we have revived a section, "Under the Desk Lamp," which used to figure in these pages, but which was allowed to lapse because of non-support. The object of this section is also set forth in detail under its own heading.

The introduction of these two sections is more or less an experiment and their continuation will depend upon their reception, in the case of the first, by the pupils in the schools throughout the province, and in the case of the second, by the students of Macdonald themselves. We feel, however, that there is a real need for a better knowledge on the part of the school children in the province of just what Macdonald is and what it stands for, and what its object is; and also we think that surely amongst such a number of students as we have here at Macdonald there must at least be a few who have ideas on something or other worth hearing; and

we hope that our efforts to fill these needs will prove a success. The question is: "What do YOU feel about it? If you agree then BE UP AND DOING."

CERTAIN APPRECIATIONS AND A STATEMENT.

The Appreciations.

We wish to express to the retiring managing board our thanks for the help they gave in our training under them, and also for that willingly given since we assumed this office.

Also, though it is not usual to mention names, we would like to voice our appreciation of the work of two members of the board, Miss P. Matthewman and Mr. L. G. Saunders, artist and photographer, respectively. These positions have been filled by various people almost since the magazine was first started, but too often they proved to be but nominal positions, leaving the editor at his wits' end for drawings and photographs. Miss Matthewman, who completed her course early in February and who has returned home, is still doing work for us; and Mr. Saunders is well known to be always willing to take *that picture*, whether it be something for the magazine, or of some team, group or pleasure party. Here's hoping we may find more like them!

The Statement.

Our Staff is working well, but the number of students who can, or will, write articles for the Magazine seems to be confined to a certain few, and to these few we are all indebted; otherwise where would the Magazine be?

We don't know what every particular person could write about. Don't wait to be asked! Think about it; decide what you can do; do it; and hand it in to the editor in charge of the material from your department or school. ad

AGRICULTURE.



The Ayrshire at Home

By J. B. Smith, Agr. '21.

THE Ayrshire breed of cattle has achieved an enviable place in the dairy districts of Canada, and its characteristics are fairly well known. The Ayrshire in Scotland also holds a position of high prestige and, in fact, is the leading dairy breed in the British Isles, but its origin, development, and the present day status of the breed may not be quite as familiar to many Canadians as are the merits of our own branch of the breed. On this account a little light on the breed in its relation to conditions in its native land should be interesting, if not instructive.

The native home of the Ayrshire in the County of Ayr in the southwest of Scotland. The topography in general is rolling, but towards the east it is hilly. In the south the soil is somewhat sandy and poor, but the greater part of the county has good clay or loamy

land. The main crops are wheat, oats, barley, and roots, and there is an abundance of good grazing land where, owing to the moistness of the climate, grass grows quite well. The influence of their environment can be traced in the hardy productive breed of cattle which this section has brought forth.

The breed originated from native cattle in this district. These cattle were of rather an inferior kind: they were small, irregularly shaped, and black and white or brown in colour, but they were very hardy. From this foundation stock, was built up the modern representatives of the breed through the introduction of new blood, careful selection, and better feeding and management. The other known breeds used were the Shorthorn and the Jersey, while other cattle of unknown origin were undoubtedly used. These crosses

naturally resulted in a better strain of cattle which through selection soon became the recognized Ayrshire breed.

All this work brought recognition to the breed and gave it the reputation of being an animal of robust constitution, splendid quality, and an economical producer. Today we find the breed spread all over the British Isles, but its stronghold is still in south-west Scotland, in the counties of Ayr and Dumfries. A survey of present day conditions in this part may now be carried out.

The type of animal one encounters in Scotland today is somewhat different from the type bred in America. In fact this difference is recognized, and the branches are known as the Scotch type and the American type. Animals of the former when compared with the American type are somewhat smaller in size and are smoother and more symmetrical in appearance. The color differs, also, in that the former have more white on the body than have the American type animals. A great number of the best animals in Scotland, especially the sires, show only a little red on the ears, and a few spots on the neck. The Scotch cows also display a difference in their neat, well-hung udders and the short teats. These two features have been developed mainly for show-yard purposes, and they have been so much emphasized that they have attracted some adverse criticism. Just recently, however, breeders and stockmen are beginning to realize that production is of more importance than mere show-yard fancies.

The breeding of animals with a view to improvement receives the utmost care from the average farmer. In no country will you find such appreciation of the value of good breeding

stock as you will among the Scotch livestock raisers. This appreciation is evidenced by the large sums of money they pay for good sires and the services of good sires. In January, 1919, one breeder received an average of about \$900 for twenty-two bull calves, one outstanding one selling for 1,700 guineas, or \$8,500. Similarly, high prices are paid by ordinary farmers for mature stock. Selection of dams is also very carefully done, especially of late, because of the wider use of the scales and the Gerber milk-testing machine.

The care and management of stock are also points wherein the Scotch farmer shows his skill. He gives his animals the closest attention, and if he has a large number of animals and requires a herdsman, he can usually rest assured that his animals are receiving the best of care, for the old country herdsman usually understands his business right down to the ground. The cattle are grazing the greater part of the year, but when in the stable they are fed on roughage in the form of hay, straw, and roots. For concentrates they get barley, oats, linseed cake, nuteake, fishmeal and other food-stuffs. Some of these were unobtainable during the war, but in normal times there is usually a wide range of concentrates.

While we do not find many record-breaking cows in the production of milk, still, on the average they are very good performers at the pail. The Scotch farmer does not go in for high-pressure feeding and high yield marks, but contents himself with the ability of an animal under normal conditions. Even with this in view there are many animals exceeding the 10,000 lb. mark. The milk is used mostly for cheesemaking, because it lends itself particularly well to the manufacture of this product on

account of its small fat globules, and its medium fat content. The cheese has a good market in local towns, in the large consuming centre of Glasgow, and also in many parts of England.

An important phase in the industry is the export trade. In normal times a considerable number of animals have been sent out to New Zealand, India, South Africa, the United States, and to our own country, Canada. The war, however, brought this trade to a standstill, and since the cessation of hostilities there have been difficulties in the scarcity of transport, and also in the outbreak of foot-and-mouth disease in England. Nevertheless, shipments have again begun on a small scale, and it will only be a matter of time before this trade will be attracting much attention from the farmer.

In this general survey we learn that the Ayrshire in Scotland holds a firm position as a dairy breed, and is found in all parts of the country. Moreover, we learn that the type, although essentially resembling that seen in this country, has some minor differences in conformation and appearance, and finally we find that the Scottish farmer through intelligent and persistent effort in breeding and management, has evolved in this type an animal which is highly satisfactory from every standpoint, and one whose merits will attract the buyer from foreign lands to bid high for its possession. This high grade type in combination with the best products of our own breeding will result in the development of a type which will still further enhance the esteem in which the breed is held today.

What About Our Seed Supply?

By J. C. Moynan, B.S.A.

WHEN the prosperity of the people depends mainly on successful agriculture, every circumstance and condition which bears on good crops is worthy of the most careful consideration. Some of these factors are beyond the control of man, and in many cases those that are do not reveal a condition highly creditable to Canadian agriculture. In this respect our own province is no exception to the others, as the importance of good seed in relation to production is not generally appreciated. Consequently the value of Quebec's grain crops is enormously reduced each year through lack of attention to the proper selection and preparation of the seed.

We have a province admirably suit-

ed to the production of all classes of cereal grains, especially wheat, oats and barley; still it is practically impossible for a farmer to get any quantity of pure seed of a standard variety. This is undoubtedly due to the very limited demand, resulting from the fact that the grain growers fail to realize the importance of keeping the different classes and varieties of grain separate, not only from the seed, but from the general crop standpoint as well. While mixed grain growing has a place, nevertheless, care has to be exercised in the varieties used in these combinations. There seems no justification, therefore, for our present loose system of handling cereal crops, from which the home supply of seed usually comes.

Seedsmen claim that it is becoming more difficult each year to find true, clean, desirable samples for use as seed. One can readily believe it after going through the province, judging the standing field crop competition, or on visiting the provincial winter seed fairs. We find field after field, and sample after sample, badly mixed with the different classes of cereals, foul weeds, and many seriously affected with smut. With the most diligent care these could not be brought to a satisfactory condition for seed purposes. Quality is wanting. There is a great need for improved seed stock.

Many farmers still contend that seed grown continually on the same land tends to deteriorate and should be changed frequently. This idea is rather overdrawn, and undoubtedly arose on farms that had no fanning mill, for while changing seed may be a powerful factor in improving the quality of grain through the introduction of improved tested varieties, nevertheless if seed must be given up every few years for a strain grown on new land, some sections distant, the result is likely to be disastrous, because of the initial cost in purchasing new seed and the possibility of it acting as a source of weeds and disease. On looking up the latest report of the Canadian Seed Growers' Association, we find that there are only about twenty-five farmers in the province offering improved seed for sale, so that those who change seed for this or any other reason find a very inadequate and most unsatisfactory supply at their disposal. Hence many Quebec farmers are buying a large proportion of their seed from dealers. Most of the grain purchased through dealers and used as seed comes from Western Canada; as a rule it is ordinary com-

mercial grain that has had no special cleaning or selection and almost invariably is of low vitality and contains many weeds. A sample of No. 2 C.W. recently examined contained 135 noxious weed seeds per pound, including wild oats, ball mustard, wild mustard, stinkweed, hare's ear mustard, western false flax, and stickseed, besides 371 seeds of other weeds not classed as noxious. Can the Quebec farmer expect to



Hand-selecting seed for next year's seed plot.

obtain maximum crop returns or even satisfaction by using such as this for seed?

Before any appreciable improvement can be made in our seed supply, farmers must first realize the necessity of good seed as a means of increasing production, and secondly know how to produce it. The term "good seed" implies a great deal. In defining what is really meant by good seed, the importance of getting a proper start by choosing the right variety must be emphasized.

In making this choice, one should consult his nearest Experimental Station, where different varieties are tested out side by side; he should also consider his own experience with the different varieties, as well as the experience of his neighbours. None but standard, well proven sorts should be grown.

The grower should not stop, however, with the choice of variety, for not all varieties are well-bred, that is, pure as to type. They contain non-typical plants, which should be eliminated by selecting typical plants from the general crop. Sow the seed from them in isolated seed beds, then use the seed from the seed-bed to sow the general crop the following year, using the seed-bed each year to furnish seed for the general crop. On inspection the progeny will be eligible for registration under the Canadian Seed Growers' Association, and can be disposed of without difficulty as registered seed at an increased price.

Those colleges and experimental stations interested in plant breeding and seed improvement have as their object the bringing under general cultivation, varieties which are highly productive, earlier in ripening and equal or superior in quality to the best sorts now in use. When these reach the farmer the greatest difficulty of all is to maintain the purity of the seed. Impurities occur in many ways, mainly through the lack of care in the separation of the differ-

ent classes of grain while in storage in the barn, and by the improper cleaning of the mill and floor when changing from the threshing of one kind to the other. Weeds are steadily gaining a foothold, consequently the cost of producing crops is increasing. The fanning mill should therefore be more generally used, not only to free the seed from weeds, but also as a means of grading up and separating small and inferior seed from the large plump ones. Cereal grains when being prepared for seed should be graded to remove from one-third to one-half of the total bulk seed. Care should be taken to have a complete set of sieves and that each is put to its definite use. Will not the ultimate outcome be serious if we follow our present trend? Does it not seem the natural sequence that those producing crops should realize the importance of sowing only pure seed of standard varieties, the necessity of greater care in the storing and threshing, and the great use of the fanning mill in affecting a strong uniform growth by the elimination of small inferior seed and weeds? For if much progress is to be made, the project must be born of necessity; the farmer must feel the need of, and demand reliable pure stock seed. Then, and only then, can the agricultural colleges and experimental stations, working with interested growers, establish a progressive system of seed improvement.

SUCCESS IN LIFE.

He has achieved success who has lived well, laughed of ten and loved much; who has gained the respect of intelligent men and the love of little children; who has filled his niche and accomplished his task; who has left the world better than he found it; whether by an improved plant, a perfect poem or a rescued soul; who has never lacked appreciation of earth's beauty or failed to express it; who has always looked for the best in others and given the best he had; whose life was an inspiration; whose memory a benediction.

Smut in Seed Grain and its Control

By W. J. Paterson, Agr. '22.

IF a man were to look over a field of oats about the time the oats are commencing to head, he might see here and there a dark sooty mass, instead of a head of grain, or perhaps just a stem without any semblance of a head at all. This phenomenon is caused by a disease known as smut, which costs the Quebec farmer annually in oats alone a loss equal to 7 per cent of his crop. According to Gussow, Dominion Botanist at Ottawa, which figure when applied to the provincial oat crop of 1917 means a loss of \$1,704,000. Such a statement is startling indeed. More especially when we consider that every bushel of grain which we can produce outside of our own consumption is being employed to supply the demand created by a great world shortage of food.

Smut may be defined as a fungus disease, caused by tiny, colourless plants or fungi which have become powerless to manufacture their own food; in consequence of which they have degenerated into thieves or parasites stealing their food from the stored-up supply of the plant or plants which they (the fungi) have infested.

This procedure is disastrous to the host plant—oats, barley, wheat, whichever happens to be the unfortunate one—for as this fungus parasite matures, the growth of the grain plant ceases altogether, from sheer starvation.

The black, sooty mass is accounted for by the formation of dust particles (or spores) by the fungus; it is these dust particles which cause all the damage for, as they are blown about at har-

vest time, they lodge in the sound grain, which, if seeded the next year without any preventative measures being taken, will germinate alright, but so will the spores and the parasitic plants will immediately commence to take their nourishment from the young seedling which will start the whole cycle over again.

There are as many as six different grain smuts which, while resembling each other in some respects, differ materially as to measures necessary for their control. Oats, barley, wheat and corn are the principal crops affected and of these oats suffer the heaviest, seeming to be very susceptible indeed to the disease.

Oat smut being the most common, we will deal with it in detail.—Loose Smut of Oat (*Ustilago Avenæ*) is a very troublesome smut. It is most noticeable just as the oats begin to head; the kernel, hull and chaff are destroyed, becoming a dark, sooty mass which may contain millions of smut spores, which are blown around by the wind so that they enter all healthy heads with which they come in actual contact. These spores after lodging upon the grain get inside the hull onto the kernel during the time when the oats are in flower, where they remain dormant until seeding time of the following spring, when the seed grain is sown with fungus spores tucked neatly away on the inside. The warmth and moisture conditions which are required for the germination of the seed are ideal for the germination of smut spores and tiny fungus threads make their appearance.

penetrating the young seedling—plants—at this time only does infection take place.

These threads or (or hyphæ) of the fungus plant grow up within the oat stem, keeping pace with it in growth, and upon the formation of the head, work their way into the young developing grains and floral structure, robbing the host plant of its stored-up food contained in the ovules. Finally these hyphæ divide up into spores giving the head that black, sooty appearance, so well known.

Treatment.

Several methods have been employed in the control of smut and with reasonably good results. First we have the formalin treatment, which consists of dipping or soaking in, or spraying with formalin 40 per cent solution. Sometimes a solution of copper sulphate is used: 1 lb. of copper sulphate diluted with 10 gal. of water: this treatment is successful as far as destroying the fungus is concerned, but seriously lowers the viability of the seed, so is not recommended. Still a third method which is very thorough is employed, viz., the hot water treatment; this system, however, requires much in detailed exactness and time, for which reasons it is not so popular for common use.

Sprinkling With 40 Per Cent Solution of Formalin.

This method as well as being employed against the loose smut of oats, is equally successfully used in the treatment of stinking smut of wheat and covered smut of barley.

Materials needed:—

- Formalin (40 p.c. sol. of formaldehyde).
- A barrel.
- Water.

Shovels and a garden watering-can.

A clean floor or canvass upon which to spread the treated seed.

Mix 1 (one) pint of formalin with 40 gallons of water. Place grains to be treated on clean canvass or floor, then shovel the grains over, mixing it thoroughly, then sprinkle and shovel again. Repeat this until every grain has been moistened by the solution. After shovelling into a pile, cover with sacking and leave for three or four days.

To dry, spread out thinly upon the floor. A gallon of formalin solution is more than enough to sprinkle a bushel of grain.

Always remember to:

1. Buy standard formalin (40 p.c. sol. formaldehyde).
2. Regulate seed drill to seed an extra 1-4th or 1-3rd bushel per acre on account of grain swelling, if seeding takes place before the grain has dried out and resumed its normal size.
3. Dilute formalin solution at least to one pint to 40 gallons of water, as any stronger solution will materially lower germinating power of seed, reducing yield.
4. Disinfect sacks, etc., before using them for the treated seed.

The foregoing treatment is very satisfactory against the loose smut of oats, bunt of wheat, and covered smut of barley, but is absolutely useless against loose smut of either wheat or barley, which are, however, not very common.

The only remedy for these smuts is to import seed from uninfested sections of the country. The only way to keep free of smut is to sow clean seed. Treat where success is shown from results, or bring seed from parts of the country which is free of the disease.

Parasites Affecting Domestic Birds and Their Control

By W. A. Maw, Agr. '20.

THE loss of bird life and edible bird flesh due to the various parasites affecting the birds is tremendous, consequently the prevention of this great loss is a vast problem, but if taken properly, it can be mastered to a large degree. A vast amount of your food supply comes from the fowl of the poultry yard. Of course, we have no control over the parasites affecting the wild birds, but we have the opportunity of doing our utmost to control those affecting our domestic birds.

A different species of parasite attacks each and every species of bird life due to the fact that the various kinds of birds do not associate with one another to cause the transference of parasites from one bird to the other.

In this article I wish to deal only with the external parasites of the domestic birds. The greatest loss is due to this division of the parasites. These external parasites are divided into two classes, one being the lice affecting the body and feathers of the bird, and the other the mites which cause direct injury to the vitality of the bird by sucking blood from it. I will deal with these two parasites separately in a general way, giving their method of attack on the host, the injury done, and then a method of control for each parasite. Lastly, a brief summary of hints on the care of the poultry house will be given for the control of all parasites. Recognizing the importance of this problem, a detailed study is necessary to find the most important steps to take in the control of these pests.

The Bird Lice.

The bird lice which attack our domestic poultry are easily recognized. They are found on most of the mature poultry in the average poultry yard. Their bodies are long and of a light yellow color.

Attack on Host.

The lice are permanent parasites and live their entire life on the one host unless transferred to a new host by the two birds coming into contact with one another. They attack their host in a different manner than most people imagine. Although they have well developed biting mouth parts they do not attack their host to bite the skin and flesh to suck blood. They do not feed on blood but are scavengers and eat the scales of skin and attack the feathers.

Injury Done.

The injury caused is mostly through irritation resulting from the lice moving about on the body of the bird and causing nervousness. The only time a louse takes blood is when it has scratched the skin with its claws and caused bleeding.

The louse also attacks the feathers, and destroys the appearance of the plumage. Certain species of lice attack certain parts of the body more than others. In this way a more noticeable injury can be seen when a certain species is attacking a bird. Young chicks infested with lice do not make good growth, but become stunted.

The lice are very troublesome when poultry are kept close to other live stock such as horses or cattle. They will at-

tack these animals and cause considerable trouble by their irritating habits.

Considerable loss in poultry is due to the biting lice which attack the young chickens. They are found under the wings, and on the heads of the chicks. If badly infested, young chickens will invariably die. Full grown stock do not thrive properly when infested with lice. Fattening stock do not make the gains they will if free from lice. Laying hens fall off in egg production when attacked. The injury done by the lice is tremendous, and should be checked.

Control.

The control of the lice can be taken up in several different effective ways. It is quite different to the control of the mites, due to the fact that the lice live their entire life on the one host. This makes their control a great deal simpler. Poultry lice are similar to potato bugs, by the fact that no matter if clean land and stock is used to start with, the parasite will be bound to trouble you sooner or later if strict prevention is not practiced. It seems natural, to a certain extent, for the domestic birds to be infested with these vermin.

The isolation of all new stock brought on the poultry plant from outside sources, and treating them before placing them with the other stock, is one of the main features of control. It is the first step, and an important one. Next comes the preparedness plan of protection against such enemies which is carried out in several ways. First, by the dusting of all adult stock with a good powder which will destroy these vermin. This should be done at least twice a year, and all hens used to brood chicks should be dusted frequently. Next is the use of tobacco stems or dust in the nest where the hens lay their eggs. This

keeps the number of lice that happen to be on the hens in check. Another plan is to have holes bored in the roosts, and moth balls or a coal tar product such as zenoleum or cresol put in these holes. The fumes from these products will penetrate through the feathers of the birds while on the roost and kill the lice. The hen has a natural instinct to wallow in dry soil which tends to help keep vermin in check. Therefore, during the winter months a dust bath of road dust with a certain amount of tobacco dust and sulphur should be provided in which the hens may wallow. This dust makes a good vermin exterminator. There are a great many more ways of exterminating vermin on poultry which are too numerous to mention. The control of these pests means dollars saved to the bird fancier and poultry producer, therefore it should be encouraged and practiced.

There is a considerable difference between the lice and the mites, both in general appearance and habits of attack.

The Mites.

The mites are the most persistent and injurious of all the parasites affecting the bird family. It is a small, short-bodied, grayish colored spider-like insect which is usually seen on the roosts or in dark filthy places in the poultry house. When filled with blood it appears reddish in color.

Attack on Host.

The mite has a peculiar habit. It only attacks the host in the darkness. During the day or in light places, the mite hides in cracks and crevices, and waits until dark to make its attack. The mite is only found in filthy quarters, as it breeds in such places. It will be found in the poultry droppings; on the roosts, or in the nests, and in the cracks

and crevices, close to the roosts or nesting quarters. Unless a house is badly infested, the mites will not be found in any other part of the house. When the hens are on the nests or roosts the mites make their attack. Their main aim is to get their food and then leave the host until hungry again.

Injury Done.

The injury done by the mites is very great as they are blood suckers and a number of mites attacking a single fowl will soon take considerable vitality from the bird. A sitting hen usually suffers severely if the nest in which she is set is infested with mites. Sitting hens are usually determined to stay with their eggs, and are in some cases killed on their nests by the attacks of this parasite. Young chickens are not strong enough to withstand the attack of the mite, so, therefore, must be kept in houses free from these parasites. Hens will cease to lay when infested with this terrible pest. They are driven from the nests by its annoyance.

Control.

The poultry mite inhabits the dark and filthy quarters in the poultry house. It hides in cracks and crevices in the nests, and on the roosts and the walls surrounding the roosting quarters. The eggs are laid in these places, and therefore in the control of this pest, the work has to be done thoroughly and repeated in order to catch the young mites that hatch and emerge after the spraying has been completed.

One of the main means of control of this pest is by having light, airy, and clean quarters in which to keep the birds. The disinfecting and cleaning of these quarters should be done at regular intervals. At present our best method of exterminating and controlling the poultry mite is by the use of a coal

tar product, such as zenoleum and cresol, in a five per cent solution with water. This solution is applied hot with a power spray pump. Great care should be taken to make sure that every inch of space in the house is covered, and all cracks and crevices filled. After the spray has entered the cracks in the walls and nests, the mites that are hiding there-in soon come out and may be sprayed the second time to insure death. When carrying on the operation all furniture and fixtures in the poultry house should be removed to the outside of the house, and washed thoroughly with the disinfectant. With due care and thought in the management of our poultry houses the control of the mite is easily managed.

A Few Hints on the Building and Care of the Poultry House.

Type:—

Our main aim in building a poultry house is to provide plenty of light, fresh air, and convenience in the operation of caring for the birds when in the house. Naturally, the first consideration will be that of type. The type should be of such as to allow sufficient floor space for the fowls, and provide an abundance of fresh air, light, and ventilation. The falls should be high enough to allow the operator to move about with ease in caring for the birds.

The Fixtures:—

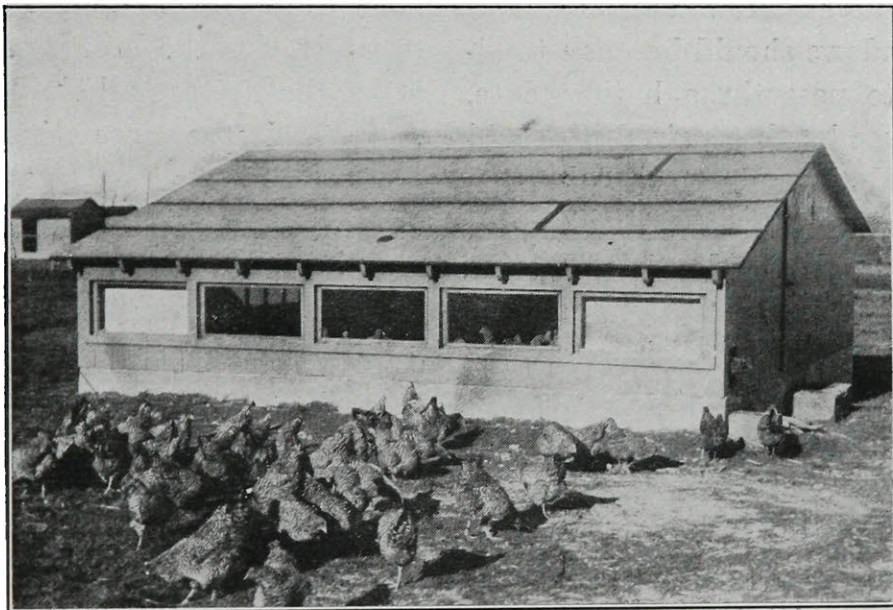
In the control of the various parasites attacking the fowls, it is necessary to have all the fixtures of the poultry house movable. By the term fixtures is meant, the nests, roosts, hoppers, grain bins, and dust boxes. When cleaning the house all such appliances should be moved out doors to allow of free access to all corners of the house. The nests should never be made in the form of solid boxes, but should be in at least

two divisions, one a platform, and the other to act as a tray that forms the nest which can be moved back and forth to permit easy cleaning.

The roosts and walls surrounding them are generally infested with the mites, more than other portions of the house. This emphasizes the fact that the roosts should be constructed so as to be easily cleaned. They should be hung on hinges on the back wall of the house, and supported in front by a chain from the ceiling. In this way the roosts can be raised during the day to

house is to make it free from all sorts of dirt, filth, and pests. Therefore, a system must be followed to insure a thorough piece of work. System in all work results in time saved.

The first thing to do when commencing the operation is to remove all the fixtures from the house. Before moving the nests outside of the house be sure to empty the loose material from them. After all the movable pieces have been moved, the next step is to remove all the loose straw and droppings from the floor to allow the floor to be



THERE IS LOTS OF LIGHT AND AIR IN THIS HOUSE.
The Tolman House.

An economically planned house which affords an abundant supply of fresh air and light.

prevent the fowls from sitting on them, and therefore protect them from further attack by the mites, if present.

The hoppers, grain bins, dust boxes, and troughs should be of simple construction, and easy to move and afford ease in cleaning them. If all the fixtures in the house are portable, the cleaning operations are greatly reduced.

Cleaning the Poultry House.

On the majority of farms and poultry plants the cleaning of the poultry houses is not done properly or thoroughly. The main object in cleaning a

scraped. Then the floor, all edges, and walls should be scraped clean of any material that may be adhering to them. After this is completed, the whole house should be thoroughly swept. The walls, windows, and floors should be brushed well to remove all dust and dirt.

Following the above procedure, comes the most important part of the cleaning. All parts of the house should be thoroughly soaked with five per cent solution of a coal tar product such as zenoleum, cresol, or lysol. This will

kill all mites or lice that come in contact with it. Be sure to get this solution in all the cracks and crevices. Now the next step is to scrub all parts of the house with a stiff brush or broom, using the same disinfecting solution or soap and hot water. The same procedure should be carried out in cleaning the fixtures that have been removed from the house. Also disinfect the drinking fountains, as disease may be spread by them.

After the house and fixtures have been thoroughly cleaned and disinfected they should be allowed to air and dry. All windows should be open to allow the air to pass through the house. After the house has been aired it should be whitewashed throughout with a good mixture of lime and water with a small amount of carbolic acid added to it. This coating of whitewash makes the house appear clean and disinfects it at the same time. All houses should be whitewashed at least twice a year, once in the spring and again in the fall. After the whitewashing operation is completed wash all the windows before the lime dries on the glass.

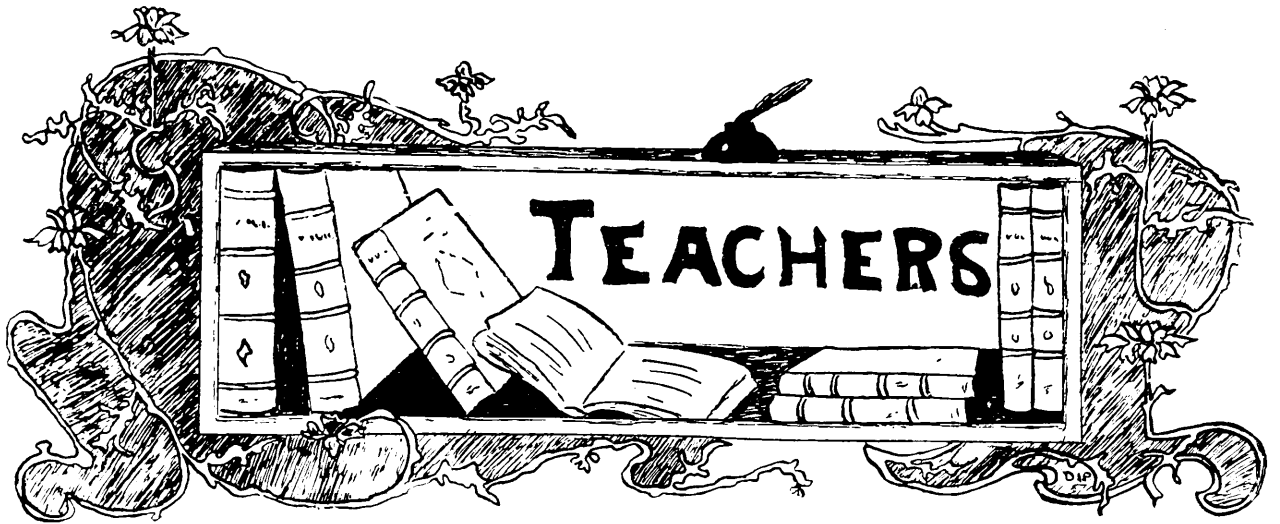
The fixtures may be placed in the house again and a fresh lot of straw litter placed on the floor and clean shavings in the nests. Place a few cut tobacco stems or some tobacco dust in the nest to help keep the lice on the hens in check. If the above procedure is fol-

lowed there is no reason for poultry houses to be infested with vermin. Such a thorough cleaning is not necessary more than twice a year, but each other time that the litter is removed from the house, all parts should be perfectly clean and disinfected. Droppings and filthy litter should never be allowed to accumulate in the houses, as it encourages the breeding of these various insect pests.

In summing up this problem of combating the parasites infesting the domestic birds, we find that we have a large number of them to fight. Fortunately, for the breeder, as it happens to be, the lice are all similar in their attack, and therefore their control is much simpler. The small number of mites are all similar in habits, life history, and attack also, so therefore we have but two methods of control to follow. Although the different species of birds have different parasites to combat, we find that one general principle of control as outlined will keep them all in check.

Our one aim should be to keep clean stock in clean, light, and airy quarters, to prevent any tremendous losses in life and weight of flesh in our domestic birds, as has been the case in the past. As the saying is: "A stitch in time saves nine." Also is prevention better than a hard fight after the parasites have arrived and made their attack.





An Educational "Modus Vivendi"

By H. D. Brunt, Ph.D.

THE first piece of Educational Legislation passed by the Nova Scotia House of Assembly, in 1766, has this clause: "And if any popish recusant shall be so presumptuous as to set up any school in this province and be detected therein, such offender shall suffer three months' imprisonment, and shall pay a fine to the King of ten pounds."

So inauspiciously began an educational system, the intolerance of which has changed with the changing years to a sympathy and a co-operation which may well be an object lesson to other, in so many respects more fortunate, provinces.

Let us take the city of Halifax and its schools as an illustration.

Law and Regulations, Courses of Study and Text-books, Standards of Scholarship and Professional Training for Teachers, Administration and Apportionment of Revenue; these take no cognizance of differences between Catholic and Protestant.

There is but one School Board in the city, consisting of twelve members, six chosen by the Provincial Government,

six by the City Council, each holding office for three years, four retiring each year. Of this Board, four members must be Catholic; their Chairman is chosen annually by themselves, and every third year, by unwritten law, a Catholic is chosen. This Board, on the advice of its permanent Superintendent (Supervisor) hires the teachers, both Catholic and Protestant, and makes all provisions for the maintenance of Common and High Schools, under the Provincial School law. This law prescribes definite text-books for all grades, from Kindergarten to H.S. Leaving, for a definitely prescribed Course of Study for *all* schools. It sets standards and grades of licenses for teachers, and establishes annual examinations for High Schools, through its Central Board of Examiners.

Direct taxation for schools upon property valuation provides the school revenue, administered by the aforesaid School Board. Schools are free from Grade I to Grade XII, and attendance up to Grade VII leaving is compulsory.

Wherein consists the "Modus Vivendi"? In this: certain school build-

ings in different parts of the city are designated as Catholic schools, with Catholic principals and Catholic staffs. While sometimes Protestant children attend these schools, because they are nearer (and vice versa), yet, generally, they are attended only by Catholic children. Do not forget, however, that these children have the same course of study, the same text books as Protestant children; their teachers have had the same training as Protestant teachers, even when, as often, these Catholic teachers belong to a Religious Order. Save in the case of "The Religious," they were trained in the same Normal College.

The permanent officials of the Board are of either Faith, except the supervisor, who, up to the present, has always been a Protestant. Over that appointment there has never been a disagreement.

The present writer, as both Common School and High School principal, always found the Catholic members of the Board sympathetic and as ready to help him and urge his suggestions as the Protestant members. After the terrible explosion in Halifax in December, 1917, when a new building became necessary for his school, two of the men who insisted most strenuously upon architectural beauty and ultra-modern equipment were Catholics.

Needless to say, Scripture forms no part of the school curriculum. But even here the "Modus Vivendi" extends. Any recognized religious denomination may use the school classrooms for giving religious instruction, a half-hour before and after school hours. The Catholics only, so far as the writer knows, avail themselves of this privilege.

What are the advantages of this system?

1. Economy of money and energy;
2. A proportion, a perspective, a fairness and truth of statement that come when, in preparation of courses of study and text-books, both sides of a historical event or period must be carefully considered, apart from religious prejudices and passions. This applies also to literature and other studies;
3. It not only tends to outward harmony and lack of friction, but the association of teachers in training schools and convention leads to sympathy, mutual understanding, co-operation.
4. It is easier to evoke a feeling of common citizenship from the children, even though they be taught in separate buildings.

"What is the moral, who rides may read."



THE MAIN BUILDING

Recollections of My First Day As Teacher

By D. Nicholson, T. '20.

I AWOKE very early that morning, and spent a restless half-hour tossing about and wondering how the day would end. Would the children do as I asked, and how would I act if all my requests were met with stubborn refusals or teasing resistance? These were questions which again and again came to my mind, but the little bird, singing outside my window, made no answer. The cattle, waiting to be milked in the back-yard were quite indifferent to my anxiety, and the sheep bleating away on the distant hillside did not even know of my existence. I could find no comfort in any surroundings, so I tried to calm myself, and at last turned over to enjoy another hour in dreamland.

At the end of the hour there was a knock at the door, and a little maiden with blue eyes and golden hair called, "Hawy up teacha, oo lazy, lazy." In another moment I was busy dressing and making plans for my first day as "school-maam." All former doubts were chased away by thoughts concerning the number of my pupils and plans to keep them all busy. I was very excited and very happy.

When I had finished dressing, I went to the dining room, and what I saw there would have given new life to the most downcast. There, outstanding from all else, lay cream so thick that it had to be served with a spoon, and berries ripe, red and juicy. After the good things had almost disappeared, my landlady came to say that she was ready to drive me to the school. All former doubts came surging back to me, but not for long. Every curve of that narrow winding road chased them further

and further from my mind. The tiny blue river, the small green islands, the bright red leaves, purple asters and yellow golden-rod filled the whole world with brightness and color.

At last the school-house came in sight. It was a small white building, situated just across the road from the river. Behind it stood a grove of birches and evergreens. In front were my nineteen pupils—twelve girls and seven boys. I almost laughed aloud when I thought of my fears concerning them. Every one seemed so shy and self-conscious. All had put on their broadest smiles and finest clothes for the occasions. Every boy had found a hat and most of them had scraped up a pair of boots, while the girls gave a great display of wide hair ribbons and bead necklaces. Some had pulled their raven locks into two pig-tails; others had made six or seven lean, little corkscrews.

But whatever their ideas of beauty, all were determined to look their finest. Each gave a sheepish grin, and one touched his cap as I walked past into the school.

The inside of the school was just as inviting as the outside was pleasing. Everything had just been cleaned; a bunch of flowers was on my desk. I had yet to learn that the blackboard was too small, the stove too big, and the nicely polished desks placed far too near the window. On that September morning everything was fresh and wonderful.

Soon I was busy getting the names and ages of the pupils and seating them according to their grades. Then the older pupils began to write letters telling of their homes, themselves and their

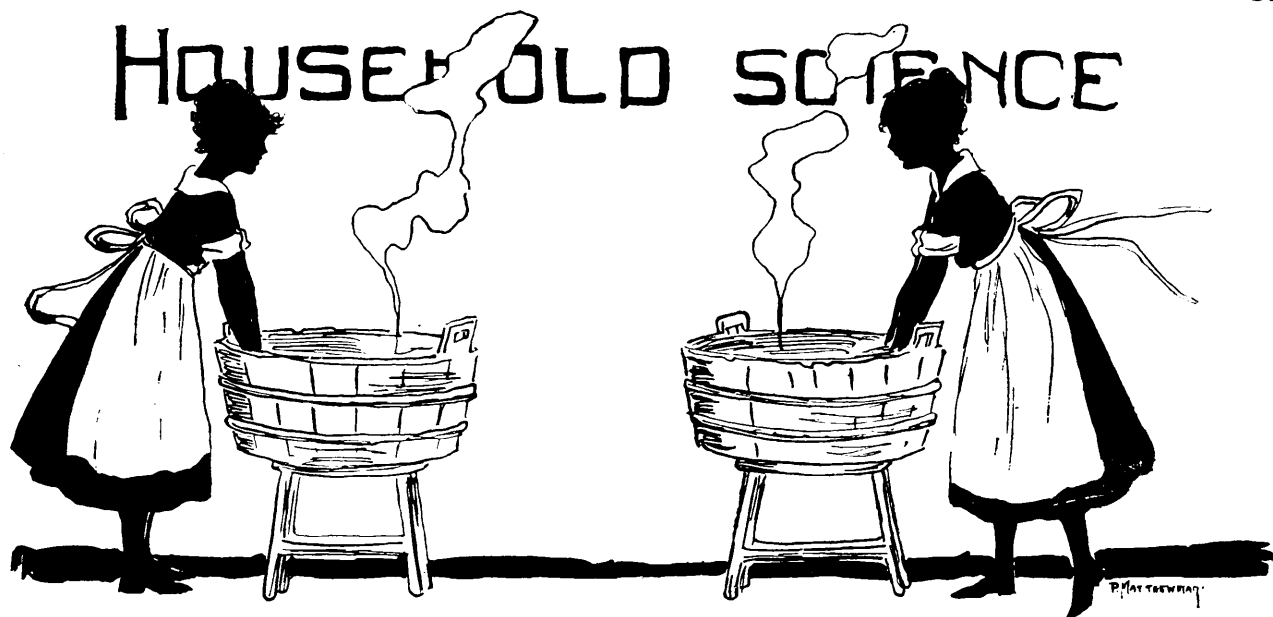
lessons: the younger ones worked sums; and I turned my attention to my one beginner. He was a dear little fellow, with rosy cheeks, and eyes sparkling with fun and mischief. His full, red lips were encircled by candy crumbs, his loose trousers much faded and patched and his small bare feet, turned brown by the sun, were coated with dust. The fifteen minute lesson I gave him was faulty and would not have met with the approval of a skilful teacher, but it at least resulted in a firm and lasting friendship. When it was over, I examined the sums, gave my little charges a supply of pretty books and pictures and then listened to the letters.

Surely neither Dickens nor Mark Twain ever penned anything more amusing than those epistles written by my little friends in U—. One came from "the finest farm in the country" because he had killed skunks, deer, partridges, moose and rabbits on it. Another had the "best fighter of a bull you ever saw," while a third owned a ram that would "get angry and knock ye down and keep ye there till ye made up your mind that ye didn't want to get up." History was the nicest subject taught in school, because it told about wars and Indians and "lots of people got killed in it," was the opinion of the boys. Reading also was considered a nice subject because there were stories in the reading book that made you cry. After the letters were read, we had a game of ball, and then we spent another busy hour in the school-room.

When lunch time came, those who lived near went home, while the rest of us had an improvised picnic under the towering pine trees. It was a delightful picnic. We made all our plans for sweeping, fire-lighting and water-carrying. Then some of the girls asked if I did not want to take a walk and see some of the pretty spots in the surrounding country. So interesting did the walk become that I almost forgot the afternoon session.

After dinner, I found, by testing, what work the children had been doing, gave them a few review questions to answer for the following day, and then dismissed the school. We all left together, and walked along the lovely country road enjoying every minute. They all seemed anxious to be friendly and now and again one of them would break away from the rest, run ahead, and in a few minutes return with a bunch of flowers, a cluster of berries or a handful of nuts thrust them into my hand, saying very shyly, "Please, here!" I had farther to go than my pupils, but arrived at the end of my journey with a happy heart.

After supper I went for a walk, later returning to plan my work for the morrow. For a long time that night, I sat at my window, seeing visions and dreaming dreams about my scholars. The rapid gurgle of the river, the distant tinkle of the cowbells, even the mysterious darkness of the shadows, the soft light of the stars, seemed to bring fresh plans, inspiring renewed effort for the coming year.



“The Old Order Changeth”

By G. McOuat, Sci. '20.

IN looking back over history we find that methods of education have undergone a continuous change, even as the conditions of life have changed. In this period, more than in any other, we find new conditions confronting us and the problems of how to meet these arise. One of the greatest of these problems is the Labor problem which affects us in all parts of our life. The effect which it has upon the home has been discussed in the last issue of this Magazine under the heading, “The Home and the Labour Problem.” It will be seen from this article that there are many different ways of meeting it, and that it is in the courses in Home Economics offered in our colleges that students are being prepared to meet this and other conditions affecting the home. On account of scarcity of labour and the need of every minute for constructive work, ways and means of living in the home must be simplified to the last degree. People must serve themselves to a large extent and must see that their actions contribute to the smooth running of the machinery of the household. It is to prepare students to

play their part in this simpler running of a home that the practice-house has been opened to them. It is the object of this article to give an idea of what the practice house is and what it means to the students. Probably the best way of doing this is to relate to you a few of the experiences and impressions of the four girls who first “tried out” the plan.

Under the charge of a supervisor, four of us lived in and made the house our home for a period of twelve days. During these twelve days we held the positions of hostess, housekeeper, waitress and cook—each for three days. The goal sought in all our work was the best results possible under existing conditions and with the least expenditure of time and energy. Competition was keen and labor-saving, time-saving and even talk-saving means and devices, unthought of before, came to light when the actual running of the house was attempted. By the end of the twelve days, if we had not our future kitchens, pantries, etc., definitely planned and furnished, we had at least very decided views upon the subject.

Considering that we attended lectures and lived the ordinary college life it can readily be seen that we found it necessary to plan our work *beforehand* and in *detail*. This we did, referring **not only** to our own experience but also to **that** of those who had done the work before and knew the time it took and the various complications which *might* occur. What impressed us most in the making of these plans was that these complications must be counted on, or else they occurred.

In all our duties we found that we profitted not only from our own mistakes but also from those of others. In fact, we soon came to see that co-operation was the essential feature of the well-run home. There were occasions when, because of some unavoidable circumstance we must assist each other in our duties. Thus we learnt to "rise to the occasion." There were other occasions also when we found we could save the time from our duties (by means of our newly discovered time-saving devices) to simply enjoy our supervisor's and each other's conversation and company. From these times we learnt much, not only of what the atmosphere of the home ought to be, but also of what was required on the part of each member to make it so. From the conversation we learnt of current events, discussed terms not understood before and contributed from our knowledge of books and literature what we considered our choicest impressions. Mingled with all this were our jokes sometimes drawn from our daily and sometimes from our past experience.

Our meals were the best time of all. Here each tried instinctively to be their best, appear their best, act their best and talk their best. For these hours were saved all the bits of interest and

jokes of the day. They were times of relaxation, good comradeship and fun. We cannot explain to an outsider **what** these hours meant to us. Suffice it to say that from one meal we looked forward to the next, that the memory of them will never fade and that often the longing comes for more of them. We came to realize how great a feature of the ideal home these happy times at morning, noon and night would be, and felt that we had a much better idea of how to create them than we formerly had.

Very often we had guests at our meals. Then it was the duty of us all to make them feel at home and in attempting to do this we quite forgot ourselves. Perhaps more than any other was the hostess responsible for making everyone feel at ease. In doing this she necessarily forgot herself and exerted all her powers in guiding the conversation so that all were able at some time to join in and so that, above all, the guests felt warm welcome and true hospitality surrounding them during every moment of their stay. After we had occupied this position we saw clearly how essential it was to have a mind stored with worth-while knowledge, to be a good listener, to feel sure of one's self and to be sincere and gracious. We noticed also how much easier it was to be at ease and to be gracious when someone else needed our assistance to make them so.

During our time spent as cook we learned many things. In the first place we learned how to plan so that we could have all the different courses ready to serve, either hot or cold as the case might be, and still sit down to the meal ourselves, forget all about cooking and contribute to the conversation. In the second place we learned how very im-

portant good food, *well-cooked*, is to mankind. It had an effect on the spirits of us all and upon the amount of work which we accomplished after the meals. Most noticeable, perhaps, was the effect it had upon the spirits and conversation of the cook. If it were not well done there was always a certain look in her eye and she generally became very quiet. It can quite easily be seen then how important good cooking is, if one has to be both hostess and cook.

Though, while we were housekeeper and waitress, we had the feeling that we were not the most important units in the plan, still we felt that if it were

not for us the hostess could not be so sure of herself and her household, and that in this way we were very essential.

Much more might be told of what we learned during our stay, but time and space do not permit. We feel, however, that the practice-house has fulfilled its object toward us inasmuch as we have a clear idea of the essentials of the ideal family-run home and of the part which each of us or which each of the members of any family must play in order to make it ideal. This was possible because we felt when we walked out on our last night, that what we were leaving behind had been to us, in more ways than can be told, an ideal home.

Labor-Saving Devices in the Home

By Frances Wheeler, Sci. '20.

ONE reads and hears of labor-saving devices being made for use in almost every walk of life, their purpose being either to decrease manual labor or to make easier some operation already performed by some other mechanical device, and the home is no exception in this regard. Too much cannot be said for appliances that really do conserve labor, but care and forethought should always be exercised in the purchase of all such articles and indiscriminate buying guarded against.

No device, however much labor it may seem to save, is worth buying unless it is easy to clean. If the time required for cleaning the device is greater than that saved by its use, then its purchase should not be considered. For example, some of the marvellous strainers seen on the market, apparently so efficient, are almost impossible to clean. If they would only do so, there are enough women in the country to rise

up and say, "We will have tools that can be kept clean; we will have no open seams, dirt-gathering corners and grooves." There should be no part of the utensil, big or little, that is not easy of access.

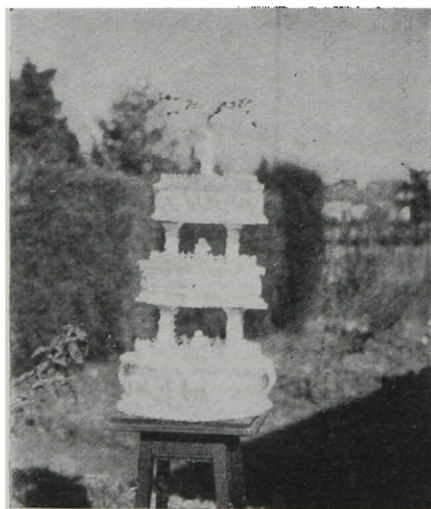
Only those utensils that are considered as necessary for the family or household should be purchased. Remember that "What you do not need is not cheap at any price." Our needs should determine what we should buy, also the use that we put the utensil to. Cost should not always be the main consideration. For example, a good refrigerator will last for years, and is much less expensive to operate than a poor one. Another point that must be considered is whether or not the particular piece of equipment in question is rapidly being improved. If so, then it is best to wait and buy the one with the latest improvements incorporated in it. The construction of every part of the

equipment should be investigated before buying. Usually the more expensive kinds are made of better material and are cheaper in the long run.

Some of the points to be considered before really purchasing are: "How often am I going to use such a device? How valuable is it to me in cutting down time and labor?" For example, dishes that may have food cooked in them and can also be used on the table as serving dishes are labor-savers! Another labor-saving device is the wheeled tray, or wagon. It is rather expensive and the initial cost may seem high, but when a housekeeper stops to consider how many times a day it is used it will be seen to be worth while. There are several duties that the wheeled

tray may perform in one house. For example, it may be used to collect materials for cooking, for taking all meals to the dining room and returning all the soiled dishes and left-overs from the table after each meal.

A real labor- and time-saving device is worth buying. With the increasing difficulty of obtaining service in the home, the importance of having the proper tools for women to perform their tasks with, is paramount. The elimination of extra motions while working means but two things: increased efficiency and the elimination of drudgery. With the elimination of this last housework may be made a recreation as well as a duty.



"Johnny's Wedding Cake."
Made by Miss C. J. Van Duyn, a Household Science Graduate.

EXCHANGES.

We acknowledge with thanks the following exchanges which we have received and placed at this disposal of the students in the Leather Room:—

"The College Times," Upper Canada College, Toronto.

"Queen's Journal," Queen's University, Kingston.

"The Dalhousie Gazette," Dalhousie University Halifax, N.S.

"O.A.C. Review," Ontario Agricultural College, Guelph, Ont.

"The Gateway," Alberta University, Edmonton, Alberta.

"Vox Collegii," Ontario Ladies College, Whitby, Ont.

"Silver and Gold," University of Colorado, Boulder, Colo., U.S.A.

"Managra," Manitoba Agricultural College, Winnipeg, Manitoba.



-- Our Wider Interest --

This is a talk addressed particularly to the older pupils in all rural schools throughout the Province of Quebec, and generally to all pupils and teachers in the Province.

IN these times of worry and stress, when so many things seem to be upside down as a result of the strenuous years we have just lived through, there is need for serious thought. We have labor and financial difficulties to be overcome and problems of national policy to be solved (such as the means of operation of the recently acquired government railways) which will call for an exhibition of statesmanship in its highest possible form—that which has as its sole object the real and lasting good of the country. There are policies of trade and assistance to agriculture and other Canadian industries to be formulated and put into practice, necessary changes in the educational system to be brought into effect and adequate assistance given that they may be put into practice. The men who will do these things were children at school fifty, forty, thirty and twenty years ago, and among the school children of to-day are the men and women to be, who will one day direct Canada's interests.

There is no institution in the Province of Quebec which has a greater interest in the rural section of the population than Macdonald College, and that interest should be mutual, and we, "The Macdonald College Magazine," hope to make it so. With that end in view we are sending out free copies of this issue to 500 rural schools in the Province (one of which is yours), and if our hopes are justified we shall send copies of a later issue to the remainder. Our object in doing so is two-fold: First, to give at least the older pupils something of immediate interest and benefit to them under this section in each issue; and, second, to bring the college and pupils into closer touch—to promote a feeling of companionship between the college on one hand and the pupils on the other, getting the pupils to look forward to attending Macdonald College that they fit themselves for one of the various ways in which they may help their community in particular and Canada in general.

To achieve this object, if our attempt is successful, we shall make this new section a permanent feature of our Magazine, and under "Our Wider Interest" will be found interesting and helpful articles on such subjects as the formation of boys' and girls' rural clubs, and articles that will assist in the planning and carrying out of school fair work, such as domestic science and gardens. The articles to be found in this present section are examples of what we hope to do.

In addition to our direct object as outlined above, we feel that the reading matter found elsewhere in the magazine will prove both interesting and instructive to the pupils and their parents and older sisters and brothers.

That then is our side of it. Now for yours!

We can only carry out this project if we can place our magazine in a sufficient number of schools to warrant the retention of this new section, and we should like to see a subscription returned for every magazine sent out. The price is One Dollar a year for four issues, addressed to the Business Manager, Macdonald College Magazine, Macdonald College, Que. This means that even if there are only ten children in a school, and they each subscribe ten cents, they will receive the Magazine in the school for a year. In schools with a large number of pupils it is probably that several copies will be necessary. For every subscription that is received before April 20th next, the issue coming out at that time will be sent free and the subscription will commence in September next.

We should also like to have as many individual subscriptions as possible from those who are interested, and to the school whose scholars send in the largest number of individual subscriptions before Sept. 30th next, a five-year subscription will be presented free; to the second largest, a three-year subscription, and the third largest a two-year subscription, free; so be sure to give the name of your school when sending in your subscriptions.

To individual pupils sending in subscriptions which they have obtained from their friends, like prizes of free subscriptions will be given in the same ratio; so when sending in subscriptions state your name and address.

We want this project to prove a success, and we believe you will feel as we do. Your subscriptions are going to decide it. There is no time like the present, so **DO IT NOW!**

To the Boys and Girls of Our Schools

Boys and Girls:—Mr. Milne, the editor of the Macdonald College Magazine, has asked me to write something for that Magazine,—something that would be of interest and, perhaps, of value to you. There is so much that one could write about that would be interesting to you that it has been rather hard to decide what would be best. Mr. Milne, however, helped things out a lot when he said that this would be just one of several *some things* for you. And since I am going to have another opportunity to write to you in the next number of the Magazine, I think it is only right that I should try to give you an idea of what Macdonald College is like, what kind of a life the boys and girls who are here really lead, what the College stands for, and what it might be for you. It is going to be pretty hard to tell about all that in the limited space of the Magazine, but I shall try my best.

It is Monday morning and the students are all at lectures. Although it is very stormy and the beautiful oval and great, broad campus, which are the pride of everyone, are deeply covered with snow, not one student had to go out-doors this morning. The men who built this College must have known what it is to have to get out into deep snow and bitter cold when one is not clothed for that; and they were kind enough to build a big, underground tunnel and several passage-ways so that both boys and girls could go to and from lectures protected from the wild weather outside.

The buildings that make up the College are shaped just like the hub and spokes of a wheel. The Main Build-

ing, where are the quiet, warm library with the soft, shaded lights, and the Assembly with its great organ, takes the place of the hub, while the Boy's Building, the Girls' Building and the buildings where physics and chemistry, botany and bacteriology are taught, make the part of the spokes close to the hub; farther away from the Main Building, but right in line with the buildings already mentioned are the Power House where electricity, steam and water are supplied for the whole College, the Faculty House, where the lady teachers live, the High School, where the boys and girls of your age are taught, the Poultry Building, where we are taught about poultry and where, besides a great many other kinds of birds, hens, similar to those you hatched from your school fair eggs last spring, are kept, and the Agricultural Building, where lectures on fruits and vegetables, on animals and on grasses and grains are given. If it were summer, I would tell you about the wonderful view of the Ottawa river, which flows past the College gates, one can have from the big tower on the Main Building: it would seem funny to talk about that now.

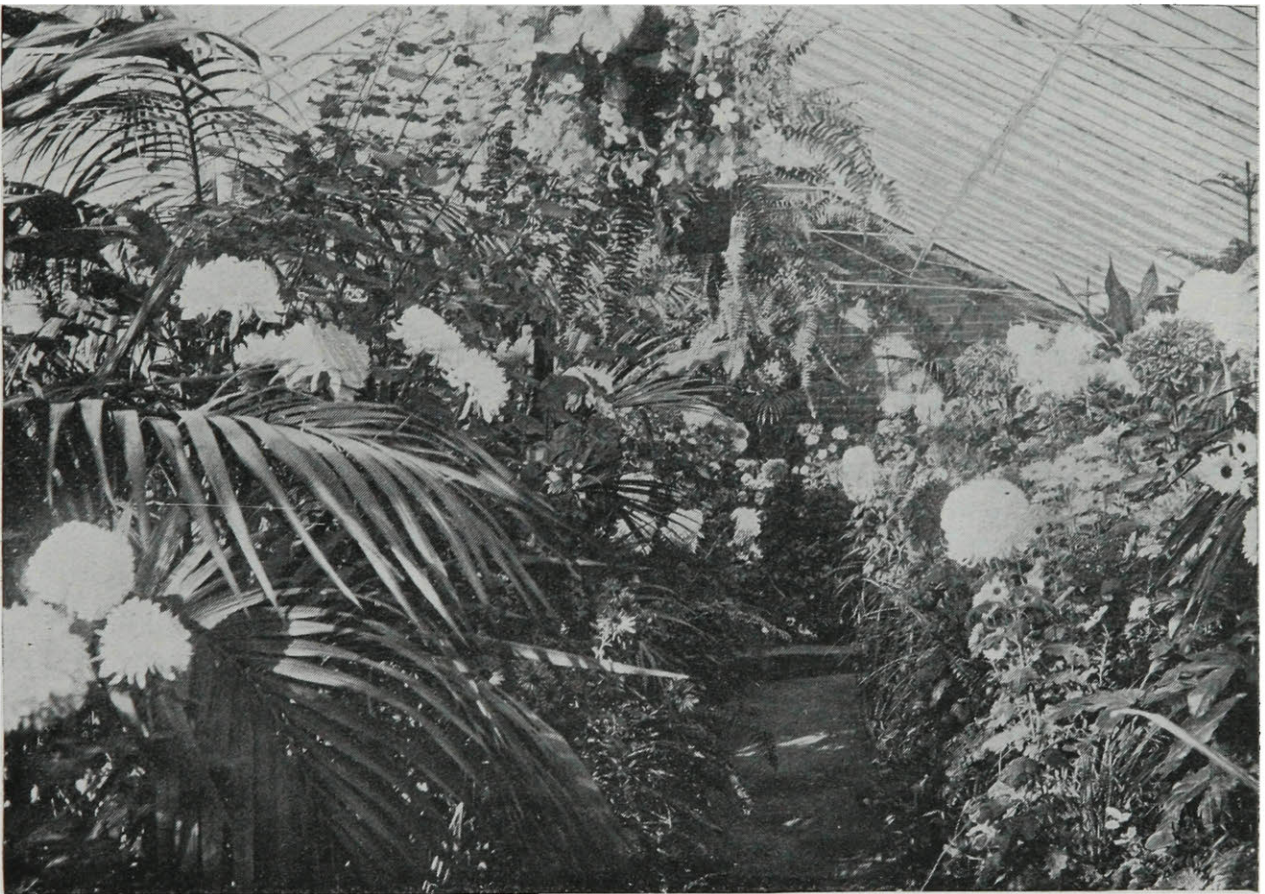
The dining-room for everybody is in the Girls' Building and, on days like to-day, except for a few very brave or very crazy ones, the boys go through the underground tunnel and through the Main Building to get there. On fine days they go tearing across, bare-headed, in the open, usually yelling like Indians.

Below the dining-room is the swimming tank where the girls are taught to swim (think of swimming to-day!) and above is the gymnasium. There many

a hard, hard game of basketball has been played, both against teams from Montreal and between teams picked from the different sections of the girls, for the classes are so large that they must be divided into several sections with about thirty in each. Besides basketball which they play now, the girls play baseball (I wish I had time to tell you about these games) and they are also shown how to go through exercises

the fun that go on in it supply the spice of college life. The gymnasium,—in summer, along with the football field—in winter along with the rink, is to the rest of the college life for everyone what a piece of good pie is to a meal; you will understand.

The rink is a great place for fun just now. Every night, except when it's stormy, about half the folks spend a great hour on the ice. I can't under



A VIEW IN ONE OF OUR COLLEGE GREENHOUSES.

Mr. E. H. Jones has charge of this house. It is hard to believe that a thin sheet of glass and heat from steam pipes will protect these plants from the piercing winter winds and frosts.

which help to properly develop all the muscles of the body.

The very core of the Boys' Building is the gymnasium. If a boy were asked which he would rather do without—his room or the gymnasium—I feel sure that, although it might not be a wise answer, he would say, "Take the room." We would feel lost without the gym. The games, the competitions and

stand why everybody doesn't come out to skate. The best fun, for those who take part, is in playing snap-the-whip, or skating in circles. If you have ever tried these you know the wonderful feeling the one on the end experiences; it's a great way to have the ice cleared.

Have you too many hills near your home? If you have, I wish you would bring one up here and plant it near

Macdonald College, so that we could have some real excitement when we go sliding. The nearest thing that can be called a hill is nearly a mile and a half away, and when one does slide down it on a wonderful pair of bob-sleighs (it isn't steep enough to use a toboggan), he almost has to ruin his imagination in order to feel that he is really going fast. However, if the sliding is very mild, the snow-shoeing is generally just the opposite. It is a great place for a person to learn to ski, for there is no need to be afraid that one will have to go half a mile to the bottom of a hill after a runaway ski. Every Saturday afternoon and very often after lectures, parties of boys and girls may be seen tramping away on snowshoes for two or three hours' real fun.

All the students are out of lectures now, enjoying a very short recess. The bright, light tones of their voices and the short, little laughs show that they must be enjoying their work. Did you know that we have three different schools here, that is, that boys and girls are prepared for three different lines of usefulness? There is the School for Teachers, for both boys and girls, which trains folks to become skilful, capable, teachers. Perhaps your teacher was once a student here. Then there is the School of Household Science, where girls are taught those things that will be of value to them in keeping a home. And there is the School of Agriculture where boys, and girls too, are told and shown the best known ways of carrying on all the many, many kinds of farming.

Boys and Girls!

Although we have many students in each of the schools here, at College we have not nearly the number that are needed to do the work for the people

that are crying out for help. In the School for Teachers we need, so much, many times the number of boys and girls we have who will go out into our schools and breathe into the young folks there the things that are most worth while in life; in our School of Household Science we must have more students! Our country is dumbly asking for girls who, stirred to do that work, will carry from our college the little but wonderful, new things that they were able to learn here; for Agriculture we need manly, purposeful boys,—boys who will not be afraid of hard work and hardship that they may carry to those who cannot come to College the new methods they will be taught here. You are at school; you have not yet decided what you will do when you are through school: does Macdonald College and what it stands for appeal to you? If it does, then write to us and ask us lots of questions until you know whether you should come here in order to do the work for which you were intended. If you think that we can help you in any way remember that that is what we would like to do. You need help; the country needs help; we need you so that the country may have that help: we've started the ball rolling by offering to help you, you do your share now: and, then, even if it is very level around here we'll soon have things about the College moving so fast that people will think the place is full of hills. Face this question and answer it straight, "What should you do when you are through school?"

Macdonald College stands for *Mastery* (mastering everything one attempts to learn) *for Service* (so that one may make it useful to others). Should you, would you, like to come?

HAROLD McQUAT.

Girls' Clubs

By Miss F. A. Buzzell.

Rural Extension Department.

Girls' clubs! What does this phrase mean? Every educational paper and magazine that one picks up today seems to have something written about them.

I am sure all the school girls in Quebec want to hear and know all about them, so that when their time comes to form a club, they will know just exactly what is expected of them.

First of all what is meant by a "club"? A number of people band themselves together with some object in view, and form what is known as a club.

Next—what is the object? The object may be to follow some outline of work they have mapped out, or it may be just the pleasure they are going to get out of it. But there must be perfect harmony in any club or it will not be successful. Every member must stand and work together without quarrelling or they cannot expect a perfect club.

I want to tell you now a little about the clubs in the United States and in the other provinces of Canada.

There have been a great many clubs formed among the school girls all over the United States. A great many of these were formed during the war, so that every one, even the smallest school girl would have a chance to help her country. There were sewing clubs, thrift clubs, food preparation clubs, canning clubs and bread clubs formed.

The sewing clubs made various articles for the Red Cross Society, and all the others worked along the same lines, trying to save all they could and trying to become better little housekeepers.

Some of the clubs were formed to help the girls with their work for the School Fairs. These clubs are known

as project clubs, and I will explain what this means.

A project is to carry on a definite line of work. That is—an outline of work has been planned by someone interested in school work and the girls follow out these plans. For example, a bread project is planned and sent to the girls. They have to make bread a certain number of times before a certain date and send in a record of their work. Very often it is necessary to write a story about their bread, and what they learned while making it. They receive a certain number of marks for their home-work, some for their story, and some for their loaf of bread they bring to the School Fair. When they have finished the bread project satisfactorily, they are given another project, and this time it might be a canning or sewing project.

This is what the girls in the United States are doing. Now I want to tell you a little of what the girls are doing in the other provinces of our Dominion.

Girls' clubs have been formed in every province. These clubs are formed along the same lines as those in the United States, taking up various subjects as projects.

In Alberta, one of our Western provinces, the Department of Agriculture has formed Pig Clubs for both boys and girls. They get a pig from their parents or elsewhere if possible, care for and feed it, then exhibit it at a school fair or at a fair held on purpose to exhibit livestock.

In Manitoba, one club is called a Gopher Campaign Club, and each boy and girl receives two cents for each

and in this way the girls and boys are helping their province. The Manitoba girls also do splendid work in bread-making.

In the Maritime Provinces there are clubs of various kinds. Prince Edward Island has Poultry clubs and Potato-growing clubs. Nova Scotia and New Brunswick have many well-organized Canning clubs among the girls, as well as Pig clubs for the boys. Ontario has a variety of clubs for both boys and girls.

So you see what the girls in the other parts of this continent are doing.

You girls of Quebec are just as wide awake and able to do great things as other girls do. You also want to be just as good cooks, housekeepers, sewers and so on, as other girls.

You can do this by entering into every competition that you can for the School Fair, and by bringing in your very best work.

There is also something else that you can do to improve yourselves, your homes and your School Fairs. What is it? Watch for the next issue of this Magazine, read it carefully and find out.—F. A. Buzzell.

Vocations For Our High School Boys

By W. P. Percival, B.A.

FAR too frequently the boy in the High School has no immediate object before him, no *end* towards which he is striving. Consequently he meanders along aimlessly, concentrating far more attention upon hockey and baseball than upon his studies. He grows careless in his work, and the brilliant boy in the lower and middle grades steadily deteriorates until his girl competitors one by one surpass him. The boy soon becomes restive, and seizes an early opportunity to enter an office or find some relief from the uncongenial humdrum of hard work at school.

This is so patent even to the casual observer that those of us who are interested in the schools must ask ourselves if the fault lies wholly with the boy. As we watch the careers of a few such boys, see how splendidly they have rehabilitated themselves, and proved that the early school days revealed the true *stuff* that was in them, necessarily the

question arises, "What was the reason for their failure in the high school?"

Frankly our former pupils will discuss the question with us, and some will tell us that *the subjects of the High School curriculum did not interest them, and that they had no one to set their minds upon their life work.*

Let me, then, deal with these answers in order. My experience has been with rural boys in the main, and so I shall confine my remarks to country conditions. I wish it to be understood also that we are dealing with the boys—and these are in the large majority—who have no vocation to which they are aspiring. For those boys who have parental or other pressure brought to bear upon them and who are to be ministers, doctors, teachers and lawyers, the present course of study *may* be satisfactory. But the number of these will be comparatively few. Moreover, no matter how influential the small percent-

age of these men may be, Canada does not depend for its only or ultimate success upon their activities.

In the hands of competent teachers, many of the subjects of our high school curriculum would appear to be of sufficient inherent interest to hold the attention of the average boy. Whether the actual texts selected appeal just as much as they should is another matter. But surely English, French, Arithmetic, and Geography, should hold their places in any curriculum in this province.

A good *extensive* acquaintance with English is a valuable and a necessary addition to one's life. The schools of the United States are probably more on the right track in the upper grades than we are, though a good start was made in this direction at the last quadrennial revision of text books when our Provincial authorities decided to extend the literature course. We do not want to be too *intensive*, but we should not let our pupils go out of high school until their English is correct in form, until they can appreciate good literature, and instinctively get a feeling of literary nausea at the sight of poor material.

Without French, English speaking people are handicapped in this province. The direct method of French, taught throughout the school by French specialists solely, *is* producing results, and is turning out pupils who are not afraid to embrace opportunities before French-speaking people to extend their knowledge.

There is no more fascinating study to the average pupil than man and his environment. The cause and effects of things around him are exactly what interest him. He wants to know about the world in which he lives, and to be-

come acquainted with nature and man. The bright boy in the country is a personal investigator, but often his ardour is dampened because he has no one who can explain to him what he is wanting to know. The subject of Geography, and its ally, Nature Study, should be taught in such a way that the problems which the pupils encounter may be part of the class discussion under the supervision of a teacher who has been adequately trained therein. Thus the school as an artificial means of driving in knowledge will disappear, and in its place will be created a temple of knowledge to which our pupils will delight to resort.

In the lower grades the subject of Arithmetic is particularly interesting. The children simply love to work with numbers. But in the middle and upper grades, except to a few, it becomes an awful bore. This is largely because the problems do not interest. Give practical problems, however, and the pupils immediately set to work. A manual on School Management quotes an instance of a teacher who introduced cubic measure by the amount of rainfall of the day before. Many Practical Arithmetics are now being published which contain agricultural problems. Surely these are better adapted to our rural conditions than are those which we find in present books.

It is the practical subjects that interest our boys. It is a deplorable fact that out of the 4,500 or so Protestant boys who enter the first year of school every year in the Province of Quebec, only about 200 pass Grade XI. I do not hesitate to say that more would be induced to stay if we re-molded the curriculum and kept before the boys some desirable, remunerative occupation for which they would consider it

well worth while staying at school. At present the statement is very commonly heard: "*Grades X and XI are not worth taking*; there is a lot of hard stuff there that will never be any good to me." It is a fact that the majority of pupils in the Rural Intermediate and High Schools leave school after Grades VIII and IX.

What subjects then should be on the High School course to interest our boys more? Nearly every boy is interested in electricity. Yet our Physics Course ends on the very page before this is dealt with. Obviously Physics should be on the course of study and should embrace electricity. Beautiful nature opens before us every spring, and we should teach Botany—not as a classification of plants, but as giving a knowledge of their habits and growth. Chemistry also might well be inserted.

Am I laying myself open to the charge of over-loading the already full curriculum? My plea is simply that a larger number of subjects should be sanctioned by the Protestant Committee. It does not follow that every subject must be taken by every student. My point is that our curriculum is far too hide-bound. We have our list of compulsory subjects and optional subjects. Why so? Are we afraid that the pupils will take too little work? Then give a system of credits; mark each subject so many "points," and let a minimum number of points be gained before promotions are regularly made. A difficulty much more serious is that in our rural Intermediate and High Schools all of these subjects cannot be taught by the present teachers. A given community should, however, know its requirements. Let the school commissioners choose the subjects needed and then see to it that they get teachers

who can teach what the people require. This will mean that special courses will be demanded by the teachers,—and there are the facilities in the Province for meeting these demands. In the United States this course has been adopted widely, and such subjects as cooking, sewing, shop-work and even boot-repairing are taught just as systematically as we teach Latin and Drawing.

The great need throughout the Dominion at the present time is for more men skilled in Agriculture. There is no freer, healthier, or more independent life than that of the farmer. Often our country friends complain bitterly against education, because education to them means taking their boys to the cities and sneering at the old farm life. Is this the fault of education? Surely not. It merely shows that our education is being directed towards a wrong end. A nation of city dwellers would mean the ruin of our fair land. Let us then realize this and train for the farm. Already the farmer's lot is becoming more desirable. His is no longer the hermit's life wherein he and his family must isolate themselves from the rest of the world. The electric car passes his door, electric light wires from Shawinigan Falls brighten his home, the consolidated school team conveys his children to the high school, his automobile keeps him in touch with the neighboring villages where he may obtain the benefits of meetings and amusements. Pleasant indeed is the rural life now, and the extension of these features is becoming more apparent annually.

It is towards agricultural life in its more scientific aspects, then, that I would direct the gaze of our youths who are contemplating future vocations.

Those parents, too, who dread their boys leaving home should think of a scientific agricultural training for them. I would even suggest to teachers that they should consider the advisability of urging those under their charge to follow agriculture. But agriculture in its scientific aspect is the only agriculture that is worth following. May I be permitted, therefore, to direct attention, in the columns of this Magazine, to the institution at the doors of the sons of Quebec, where every facility is given, even to the extent of providing tuition gratis in the first two years to farmers' sons?

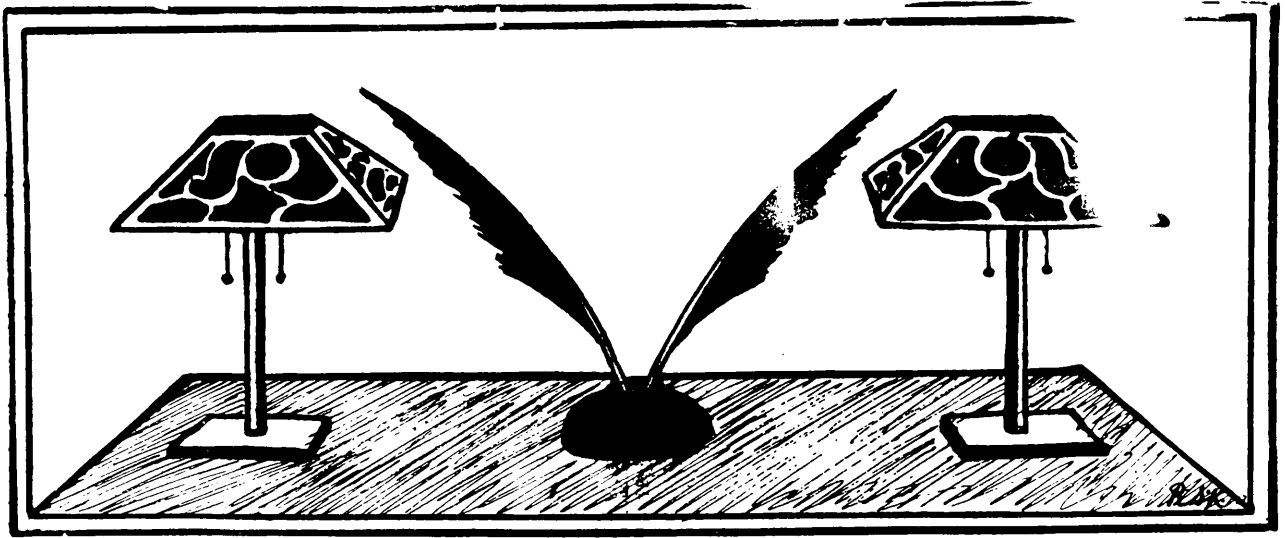
The College is excellently situated, with the Ottawa River on the south and the Lake of the Two Mountains on the north. The buildings are spacious, new, airy, and kept in a sanitary condition that all should appreciate. The grounds are carpets of green in the summer, interspersed with variegated colored borders. Healthy comradeship of men and women in their respective buildings help in the upbuilding of character, and in the common dining-hall and in students' activities there is a sane co-education that should have a refining and ennobling influence upon every student who enters.

The purposes of the College are: The advancement of education, the carrying on of research work and the dissemination of knowledge; all with particular regard to the interests and needs of the population in rural districts. It would seem that these purposes are being fulfilled. The benefits of Macdonald College are undoubted, and every graduate and past student upon the farm is writing its advertisement daily. The College has passed from its experi-

mental stage to the stage where its graduates go out and improve the soil and the quality and quantity of the herds kept in a couple of years. These are the vital things upon the farm. These are the things which make farming interesting and profitable.

Here then is a very potent reason why the course of study should be loosened up and vitalized more. Let it be framed so that the boy may make use of the knowledge he gains in his youth on his exploring expeditions and by keeping his eyes open. At school this knowledge may be broadened and deepened by the skilled teacher. At Macdonald College the young man will build a further superstructure that will lead to a life of profit for himself and his country.

Many of the students enter the College to take the two year course, and then go back to the farm. Many more would remain for the four-year course, but, thanks to one past system of instruction, they have not stayed at school for a sufficient length of time to obtain the education necessary to reap the full benefit of such a course. Many of those who come well prepared and are successful here, recognizing the need for farm instructors, demonstrators, and college lecturers, bend their efforts to making themselves proficient for these positions. They have been singularly successful. Exactly 33 1-3 per cent of the total graduates of Macdonald College are in these positions today. Their success in government work and as farm managers is also very marked. Whether one desires the position of a farmer or a college lecturer, therefore, the finger post points to a very clear road.



Under the Desk Lamp

AN OLD FRIEND BACK AGAIN.

THIS department of the Magazine is not a new one. It was originated some time ago, but like many other things was dropped during the war.

The chief purpose of this section is that of enabling students and others to write short letters, articles of comment, or constructive criticisms to the Magazine for publication in these columns. There are students too who have high and noble thoughts—thoughts which cannot be expressed in ordinary College “write-ups.” thoughts which it would be selfishness to conceal (for they express ideals that would inspire and help others.

To such students, “Under the Desk Lamp,” offers its columns in the hope that the College and all our readers will benefit by their writings.

WHAT ARE WE GETTING OUT OF OUR COLLEGE LIFE?

WHAT are we getting out of our college life? Are our ideals going to be put into action which will be worth while? Let us consider—

Here, to one of the best equipped col-

leges of Canada, young men and women, come, not only from our own Dominion, but also from the neighbouring republic and our vast Empire’s colonies beyond the seas. For what purpose have we come? The reply, of course; is ready—to acquire a knowledge of some particular science, which best fits us to be useful citizens after we leave the college halls. In other words, a college is a place of preparation, a place not for ideals alone (though ideals may be our guiding stars), but the world demands that our ideals be put into action, and may our actions ever be such that they may be a credit to Macdonald College.

Should not a college education lay the foundation for an active profitable life, not only by specializing for a definite profession but by accumulating the knowledge and facts that will be a fit basis for any sphere of life?

We are having advantages which many will never have. Some, because their ambitions reach out for nothing higher than what they now have; others because the hand of fate turned not this way.

Living in close association with men and women from many homes and with

many different aims must inevitably carry with it a broadening influence. Should we not carry from our college halls a sympathy sufficiently wide to stimulate all classes and creeds?

We should not seek to impress upon people that we have been at college; but may our lives be so influenced here that whatever duties we may perform, even our every conversation, shall carry a silent message of what we obtained in our college days. In order that we may obtain these principles we must first put into our college life a loyal and true spirit. Are we doing it? If so our efforts will be crowned with success.

“If you can climb to the top without falling

Do it: if not, climb as high as you can,
Man is not honored by station and calling

Station and calling are honored by
man.”—F. E. R., Science.

THE STORY WRITING COMPETITION.

As we go to press two judges, from the senior staff, are starting their task of judging the narratives written for the story-writing competition.

The competition was put on under the auspices of the Literary and Debating Society in order to encourage students in this kind of work. The two best stories will be published in the April-May issue of the Magazine and their authors will be rewarded respectively with prizes of ten and five dollars.

We look forward with pleasure to the publication in these columns of the two prize stories and feel sure they will prove of great interest to our readers.

TRY THIS.

Why does a hen cackle? Why do students give their college and class yells? That's easy. They are proud of their accomplishments and want everyone to know it. Not only that, but their ambition is to attract attention and make people sit up and rub their eyes, for there are so many people in this world that should have crepes hung on their nasal protruberances in order that passers-by will be well informed of the decadence of their intellectual powers.

Keep out of that rut. Take a good look at the advertising pages in this number, read them over, digest them and follow their instructions, for they keep you in touch with the real live-wire establishments in the community. These firms are as proud of their products as students are of their college. They advertise to draw people's attention to their A1 goods; students boast of and yell for their college because they are proud of it. Either way you look at it, it is a plain case of advertising. So there you are.

Before you go shopping again, look up your “Mag.,” see who advertises the sort of goods you want, go and get them and tell them where you saw their “Ad.” You will not only please them, but you will also be doing the “Mag.” a good turn. Try it!

-- Faculty Items --

THE Macdonald College Club held its January meeting on the fifteenth. Hon. Gideon Robertson, Minister of Labor, was the speaker of the evening. He discussed the present so-called Capital System and the possibilities of its continuance. Mrs. Archer contributed to the musical program. On Feb. 12th, Dr. A. G. Morphy, of the McGill Medical School and the Royal Victoria Hospital, spoke on "The Problem of the Feeble-Minded." An interesting discussion followed in which Miss Philp, Mr. Powter and Dr. Brunt took part. Mrs. Barton presided gracefully and Mrs. Powter favored the club with two beautiful solos.

The Volley Ball Club was re-organized in the fall, and games have been played somewhat irregularly during the winter. Mr. A. H. Walker is manager.

Early in January, the Winter Club organised for the session with Mr. P. I. Bryce as President, Mr. Campbell Morris, Secretary-Treasurer, and Misses Murphy, Price and Skinner, members of the Executive Committee. The first meeting took the form of a skating party, the second that of a snowshoe tramp, and the third was a sliding party. Saturday afternoon meets were initiated with a snowshoe and ski party on February 14th. The Club wishes to thank the ladies of the staff, Dr. and Mrs. Brunt, Mr. and Mrs. Starrak, and Prof. and Mrs. Summerby for their hospitality.

Miss Mabel Boulden is taking classes in Household Science for the High School pupils.

As Dr. Hemmeon is unable to give his regular course of lectures in the School of Agriculture this year, Dr. Brunt is giving a course of sixteen lectures in Economics to the Third Year in Agriculture—eight on the general principles of the science and eight on its applications to rural life.

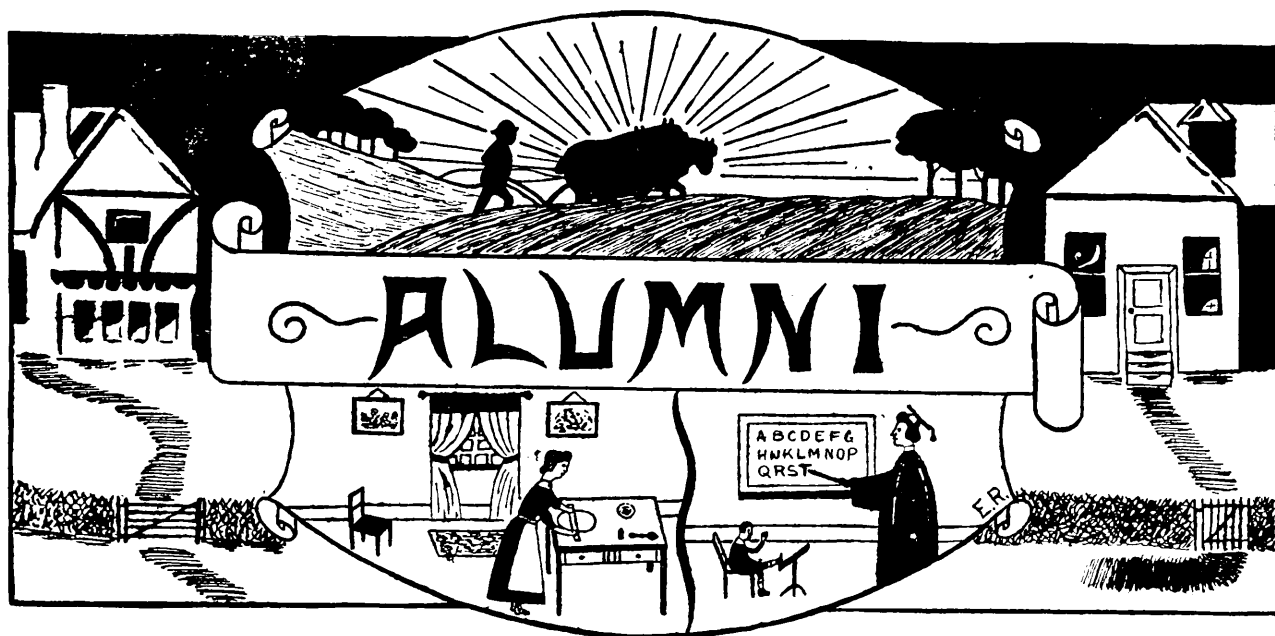
Mr. Hood, a graduate of the University of Toronto in Agriculture has been appointed Lecturer in Bacteriology. Since completing his course in Guelph, Mr. Hood has been taking graduate work at Amherst, Mass., and has been employed in war work for the United States Government.

Miss Jenny Fraser has resigned her position as Housekeeper.

Miss Hall, from the Military Hospital, has been appointed Assistant Housekeeper.

Mr. Larry is giving his usual courses in Dairying.

Dr. Snell attended the annual meeting of the Vermont Maple Sugar Makers' Association in Burlington on January 13th-15th and read a paper on "Maple Sugar Sand." On February 13th he spoke to the McGill Chemical Society on "The Products of Maple Sap."



Undergraduates' Alumni

THE undergraduates of Macdonald are still very reticent about communicating with the editor of the Alumni. Remember! the editor will not consider it a sign of immodesty if some undergraduate sends an interesting account of what he is doing himself. The alumni affords an excellent opportunity for old college friends to keep in touch with one another, but if it is to be an efficient medium it must have the co-operation of all its members.

Charlie Boyce, '19, who recently took a special course at Macdonald, has accepted a position in the D.S.C.R. at Sherbrooke, and is doing good work there.

The latest report of Sam Tilden, '18, is that he is engaged in revolutionizing the shoe-repairing business in Montreal. He was also engaged before leaving France—but this was to a *petite française*. If Sam displayed his usual judgment in this line we feel he should be congratulated.

Montreal is the retreat to which a number of our undergraduates have gone. Odub Malouf was seen strolling along St. Catherine Street a short time ago. He looked happy, probably because he had a fair damsel with him. We hope that he does not still practice taking seven young ladies to church with him Sunday nights!

Although some of our undergraduates are in distant lands, they keep in touch with college affairs as closely as Canadian residents. Mr. Griffin, '21, wrote us from Monserrat, B.W.I., this January saying the cane crop was nearly ripe enough to harvest. He took with him the seeds of a number of Canadian crops and reports on their progress as follows: "I have still about ten oat plants, three West Indian grown soy bean seedlings, about six field peas, and twenty feet of alfalfa, so I am keeping the home fires burning!"

Miss Mary Lee MacAloney, of '20, is about to leave for the West Indies. She and her sister plan to visit Cuba for a

short while, and then continue their journey to Trinidad and other islands. We hope the voyage will be most pleasant, and that Miss "Mac" will return to Canada in the best of health and spirits.

There are always a few students who believe in making the practical application of the knowledge obtained at college. H. O. Burt is one, and he is helping on the home farm at Melbourne, Que.

John Baldwin, '21, is in Coaticook. He is keep up his reputation by working hard during the day and taking the girls out for joy-rides every evening.

One more boy has returned to the flock at Macdonald. Bill Barnet of '19 has jointed the present third year, and is enjoying college life to the full.

W. R. Kingsland, '19, after being a prisoner of war in Germany for a number of months, was repatriated in January, 1919. His last prison camp was Silesia, near Poland, from whence he was sent to England via Copenhagen. He arrived in Canada last May and was met at the pier by numerous Macdonald girls. These girls afterwards held a reception in his honor, in Montreal. After all his thrilling experiences he has settled down to a quiet life as a salesman in the machinery business. We give him a hearty welcome, and we wish him the best of success in his work.

After suffering a great deal of inconvenience with his eyes, Mr. Boily, '20, spent a few weeks in the Prince of Wales' Hospital, Montreal. As a result, he has practically recovered, but regrets that he cannot continue the agricultural course of this year.

Mr. C. H. Smith, '19, "Smithy," is now in senior agriculture in the University of Vermont. He is entering into

college life with his usual enthusiasm, and is playing on their first rugby team.

H. G. Blake, '19, is attending the Alberta Agricultural College at Olds during the winter, and runs his 320 acre farm at Brookeley during the summer. He spent New Year's Day with John Gaetz of Red Deer, who "looks as natural as ever."

W. E. N. Hodgins, '17, has entered the realm of literary Agriculture, and has become Live Stock Advertiser for the "Farm and Dairy," Peterborough, Ont.

D. Maiben Aird, '18, is now residing in Hudson Heights. Since he has become the head of a household, he takes an interest in the welfare of the community, and is running the Hudson Heights hockey team.

Joe Schingh, '21, is working in Ottawa. He is enjoying himself while waiting to start fruit growing on his own farm this spring.

OBITUARY.

William Howard Elliot.

WE learn with very deep regret of the death, on Friday, February 13th, of William Howard Elliot, of Ormstown, Que., a former member of class '17. His death came very suddenly from pneumonia after only a few days' illness.

A few weeks ago Howard intimated his intention of visiting Macdonald, and his many friends and former classmates here at the college were looking forward to seeing him again.

Sincerest sympathy is extended to all his relatives and friends.

Teachers

Miss Kitty Milligan, a graduate of last year's Model Class, is now teaching in Montreal.

Miss Grace Perry, a former graduate, teaches in MacVicar School, Montreal.

Both Miss Katie Goodfellow and Miss Grace Gariner, of Class '16, have given up teaching and are now training in the Royal Victoria Hospital, Montreal.

Miss Janie Hayes, of Model Class '18, is recovering from an operation. Miss Laura Hayes, of the Elem. Class '19, is teaching in Quebec.

Miss Helen Roscovitch, of Class '19, who visited the college in the autumn with the basket ball team, is teaching in Amherst School, Montreal.

Amongst recent marriages was that of Miss Anne McCoy, a former graduate, to Mr. Frank Brennian. Miss McCoy taught in Montreal.

Miss Elsie Swanston, of Class '19, teaches at present in Strathern School, Montreal, and Miss Vera Wight, also of

Class '19, teaches in Sarah Maxwell School.

Miss Amy Bates, one of Class '18 graduates, teaches in Belmont School, Montreal.

Miss Edna McEwan, who graduated in '18, is teaching in the school at Buckingham, Que.

Miss Maud Painter, of Class '19, from Lachute, teaches in Montreal.

Miss Iva Neil, of Class '16, is teaching in Lachute.

Miss Muriel Goff, of the Model Class, is teaching at her home in Leeds Village.

The Misses Dora and Mildred Rothera, of the Model Class, are teaching in Quebec.

Miss Margaret Kirby, of Cookshire, who graduated from the Model Class, is teaching in Lennoxville.

Miss Beatrice Rowe, of Waterville, of the Model Class, teaches in Earl Grey School, Montreal.—M.F.F.

Household Science

Miss Dorothy Currie, of Senior Science, '17, is at present giving the returned men wonderful "calorie meals" at the S.C.R. Hospital in Calgary.

Miss Margaret Andrews, Senior Science, '14, is very successfully filling the post of matron of the Nurses Home at the Winnipeg General Hospital.

Miss Manse McColl, of Senior Science '17, accepted a position as dietitian in the S.C.R. Hospital at Burlington, Ont., but the call of the east proved too much for her, and she was transferred to the St. John S.C.R. Hospital.

Miss M. Douglas McGregor, Science, is now teaching in the S.C.R. Vocational Schools in Saskatoon.

The marriage took place at Christmas time of Miss Bessie Bell, Homemaker '17-'18, to Mr. Downing, at her home in Summerside P.E.I., where she and her husband now live.

Miss Emma Nicholson, Homemaker '13-'14, of Charlottetown, P.E.I., arrived home last June from England, where she had been doing V.A.D. work for over a year. Since Christmas she and her sister have gone to Winnipeg to visit her sister.

Miss Marjorie Cochrane, Senior Science, '18-'19, has just been spending some time visiting in Montreal, having had to postpone indefinitely her pupil dietitian work at the Johns Hopkin Hospital, Baltimore.

Miss Florence Martin, of Grand View, Senior Science, '18-'19, has started teaching Household Science in the Prince of Wales' College, Charlottetown, P.E.I., and one of her fellow Seniors at Mac., Miss Bessie Carruthers, of Charlottetown, is teaching in the Model School there.

All who knew Miss Nan Garvock here as assistant dietitian at Macdonald, or as a Senior '17, will be interested to

hear that she is very happily situated as dietitian in the Y.W.C.A. in Ottawa.

Miss Adele Gordon, of Charlottetown, will finish her training in September at the Faulkner Hospital, Jamaica Plains, Boston.

Miss Alberta Macfarlane, of Charlottetown, P.E.I., Homemaker, '13-'14, is at present teaching Household Science in Penticton, B.C. During the war Miss Macfarlane also taught in Kalowna, B.C.

Miss Helen McKenna, Homemaker, '17-'18, is now doing Institute work in the Department of Agriculture, in Charlottetown.

Macdonald College Agricultural Alumni Association

Class '17.

L. R. Jones has left bachelorhood and eastern Canada. He is now with the M.A.C. colony at the University of British Columbia, and is instructing returned men in horticulture.

G. Dickson visited his mother in Montreal during the Christmas holidays, but for some unknown reason did not visit us at the College.

R. M. Elliott is still carrying on extension work with the Sheep Division. "Bunnie" announces that he is engaged to Miss Marjorie Burton of Cookshire, Que. We all extend heartiest congratulations.

Edgar Wood is engaged in extension work for Manitoba Agricultural Col-

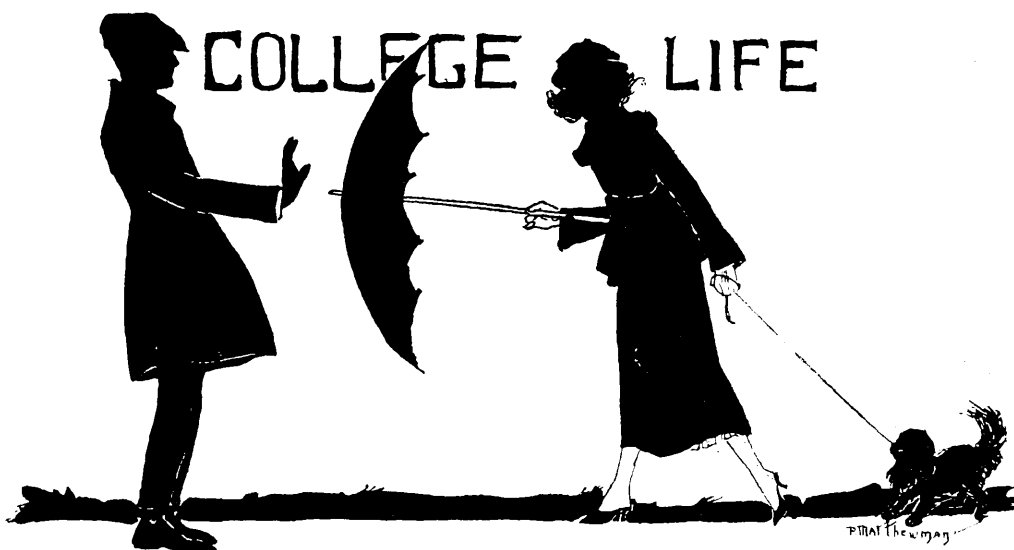
lege. He is district representative at Portage la Prairie, Man.

John Newton, of the University of British Columbia paid his parents at Senneville a three weeks' visit during the Christmas holidays. This is John's first trip home since he graduated.

H. S. Cunningham is still hard at work lecturing at Truro Agricultural College.

T. Hetherington, who visited the college for a few hours on Feb. 20th, has moved to Toronto, with his wife and daughter, where he has taken a position in the Union Stockyards. Tom still takes a keen interest in live stock.

It is rumored that "Pop" Roy, the genial demonstrator for Compton county, is about to desert the ranks of the true bachelors.



LEAP YEAR SKATING AT MACDONALD.

Did somebody say a Leap Year skate? Yes! and this form of amusement would be seen to be a reality at Macdonald did you just visit the rink on some of those frosty moonlight nights

The feature of Leap Year skating seems to have been a new one in the history of Macdonald College, and as such, much credit must be given to the girls for the success which attended these Friday night Leap Year skates. The intention not to hold these skates regularly every Friday night was abandoned after seeing the success with which the first one was adorned.

As we are not blessed with the music of a band while skating, a whistle is blown at an interval of every five minutes which informs the skaters that it is time to change partners. At this particular time the girl is expected to show her partner a seat and be ready for the next skate. We might note here that this rule of stopping when the whistle blows, is with a few exceptions, fairly well observed.

The pleasure which has resulted from the inauguration of Leap Year skating is immense. It has made a variety in skating, so speak, and given the ladies a fair opportunity of asking whomsoever they wish for a skate. This is a desirable feature too, as is very plain to us all if we view it from a neutral standpoint.

Yes, the feature of Leap Year skating at Macdonald has at last become a reality. It has been a thrilling success and the only regret that we have is that we do not expect to be here four years hence to again boast Leap Year skating. —S.J.H.

At a meeting of the student body in December last it was decided to send four delegates, two to represent the men and two the women students, to the Student Volunteer Convention held at Des Moines, Iowa, last month. The delegates elected were the Misses Helen Thomson and Ellison Tilton and Messrs. J. D. Sutherland and J. S. Buchanan. The delegate sent by the Faculty and Staff was Mr. M. A. Jull.

The conference lasted from December 31 to January 4, and on Sunday

evening Jan. 18, shortly after the return of our delegates, a meeting of the student body was called in the Assembly Hall when the reports of the delegates were submitted.

Mr. J. D. Sutherland was the first speaker, and he very clearly outlined the history of the Student Volunteer Movement from the time of its inception in 1886.

Miss Ellison Tilton, the next speaker, spoke on the condition of women in

told us something of the improvements made along the lines of agriculture. He mentioned the great work being done by Mr. Sam Higginbotham in India and that of Mr. Honeycutt in Brazil.

The last speaker of the evening, Mr. Jull, the Staff representative at the Convention, emphasized the unifying effect of the gathering together of over seven thousand students from all parts of North America and from all parts of the world, and spoke feelingly of the



THE Y. M. C. A. EXECUTIVE.

non-Christian lands and stated that it was only through Christianity that they could hope to achieve anything like personal or spiritual freedom.

Miss Helen Thomson, following Miss Tilton, gave an account of the work accomplished by Christian missions on behalf of women and children in the Foreign Mission Field.

Mr. Stewart Buchanan, stating that the missionaries approached the people along the lines of their greatest needs,

deep spiritual tone imparted to the Convention by such men as Mr. John R. Mott, Dr. G. Spiers, Principal Brown, of Yale University, Mr. Sherwood Eddy, and other speakers.

At the close of the meeting, Mr. Saunders, President of the Y.M.C.A., thanked the speakers on behalf of the student body.

The regular Y.M.C.A. meeting has been held each Sunday morning this term, with the exception of Sunday,

January 18. Up to the present the speaker at each meeting has been a member of the staff or a student at the college. On Sunday, January 11, the speaker was Mr. J. D. Sutherland, one of the delegates to the Des Moines Convention. The subject of his address was an account of the work accomplished by the Student Volunteer Movement in the Foreign Mission Field.

All those present at the meeting on Sunday, January 25th heard a splendid address by Dr. Macfarlane on the subject, "Religion," in which he gave his audience a new avenue of thought, and also some very helpful suggestions.

The speakers on February 1st and February 8th were Mr. Eric Boulden, and Professor W. Lochhead, respectively. The former gave us a very helpful address on the subject, "College Life as a Preparation for Agricultural Leadership," and the latter spoke on "The Literature of the Bible." Professor Lochhead drew attention to the fact that the literary excellence of the contents of the Bible is overlooked at the present day.

The addresses at the Y.M.C.A. meetings always provide considerable food for thought, and it is regrettable that more interest is not taken in the College Y.M.C.A., which would result in larger attendances at our Sunday morning meetings.

SHORT COURSE ENTERTAINED BY STUDENTS.

WITH the idea of entertaining all those who came to the college to attend the Short Course in Animal and Cereal Husbandry from Jan. 20 to Jan. 24, a smoker in the men's gymnasium and a concert in the Assembly Hall were organized.

The smoker held on the evening of January 21, was pronounced by all to

have been a huge success. Besides the students of the short course the guests included the male members of the Faculty and Staff and the Freshmen, who had earlier in the college year entertained the rest of the student body.

The programme was varied and very entertaining. The evening's proceedings commenced with an address by Dr. Harrison, which was followed by boxing bouts, wrestling, selections from the orchestra, songs and a comic turn by Messrs. P. H. Ashby and F. Dogherty. Refreshments were served after the first half of the programme. At midnight the gathering dispersed after the college yells had been given and the singing of the National Anthem.

The concert in the Assembly Hall the next evening held under the auspices of the Literary and Debating Society, was also very successful. The hall was packed and every item on the programme received hearty applause.

The programme comprised selections by a quartette composed of Messrs. Hedgins, Derrick, Crang, and Gnaedinger, accompanied on the piano by Mr. W. N. Jones, a comic variety turn by Mr. Ashby, songs by Miss F. Wheeler and Miss Rollins, and a 'cello solo by Mr. Gnaedinger. The artists are to be congratulated on the very entertaining programme rendered.

THE APOLLO GLEE CLUB CONCERT.

Though the Apollo Glee Club has rendered excellent concerts here during the past years, it has been acknowledged by the majority that their concert this year at Macdonald College was far more enjoyable than any of the previous ones.

This concert was held in the Assembly Hall on the evening of January 13.

and, as is the case whenever the Apollo Glee Club entertains us, the hall was packed to overflowing. Even the balcony was filled to its utmost capacity.

The programme, which was thoroughly enjoyed by all present if we may judge from the deafening applause which followed the conclusion of each item, included choruses by the Glee Club, under the direction of Mr. Merlin Davies, songs by Mr. and Mrs. Merlin Davies, Miss Jean Grant, and Messrs. D. Jamieson and Wilson, and violin solos by Miss Ruth Price.

It has to be admitted that the last mentioned artist is undoubtedly the best violinist that has ever appeared in the Assembly Hall.

The success of the programme was largely due to the excellent accompaniments of Mr. G. L. McFayden on the piano.

The Apollo Glee Club concerts are always so enjoyable that it is our earnest hope that we shall again have the pleasure of hearing another excellent programme rendered by this Club next year.

AT HOME IN ST. GEORGE'S PARISH HALL.

On the evening of the thirty-first of January, Rev. Lancaster invited some of the staff and students of the college to an "At Home" in the Parish Hall. More than an at home, rather should we say an evening of relaxation and joy, for what more does an enjoyable supper and dance signify?

The Banquet Scene of this "At Home," consisted of two long tables hidden beneath an array of those tasty salads and meats so essential to such a supper. Speaking personally, it required great strength of will to withstand the internal attraction of such an

alluring display. After only a short interval, however, the gathering was soon testing out its first observations of the supper.

Subsequent to this supper, and previous to the dancing, four entertaining speeches were given by Dr. Rexford, Dr. Harrison, Dean Laird and Prof. Lochhead.

Then followed the Dance Scene. With the hall stripped of every vestige of the meal, and with the glistening floor mirroring back the shaded lamps, the strains of the first waltz broke out over the expectant assemblage. From this moment on, time was naught to the circling couples. But at 9.30 the dance's knell was sounded. So, with a happy thought for the evening, but a longing for more, the students turned once more towards the college and home.

CLUBS FORMED.

Macdonald College Canadian Club.

Certain students of Macdonald College have for some time felt a need for discussion and information on subjects of wider interest than those usually dealt with in the college curriculum. As a result, a club has been formed, which will be known as the Macdonald College Canadian Club, with the object of discussing and studying any subject of general interest which affects or has a bearing on the British Empire, Canada, and particularly Canadian agriculture.

The membership is limited to a number which can work together to the best advantage, all men students being eligible.

It is planned to have authoritative speakers on various subjects address the club, and it is believed that the members by attending the weekly meet-

ings, derive considerable benefit along the lines of clear and logical reasoning and public speaking ability, besides gaining a knowledge of subjects of vital importance to the country.

MAC'S CERCLE FRANCAIS.

With the revivifying of college activities this year, a new form of student activity has been started with the organization of a Cercle Francais. The first meeting was held in January, when Mr. W. H. Perron, acting as chairman, outlined the aims of the organization, which were to give every person an equal opportunity of putting into practice the French he, or she, has already learned, and to enrich his or her vocabulary, aside from the cultural

value of listening to good speeches, music, and recitations and enjoying good, friendly games.

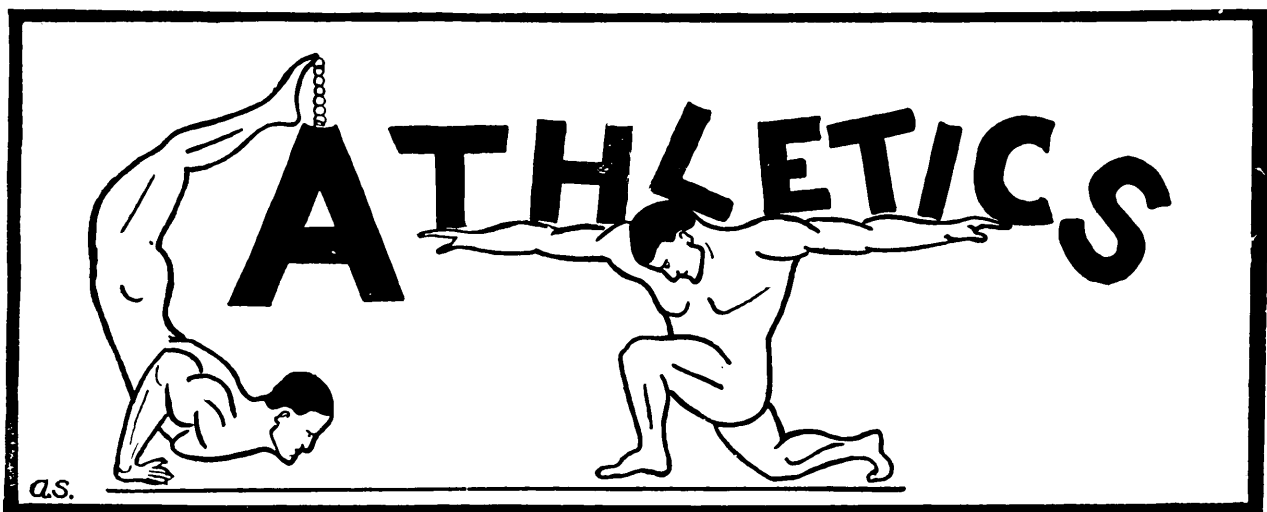
It was decided to hold a meeting every three weeks, and that at every alternate meeting it would be arranged that a speaker be invited to come out here and speak on some educational topics.

The election of officers resulted as follows:

Honorary President—Miss Tanner.
 President—W. H. Perron.
 Vice-President—Miss Perrier.
 Secretary—Miss Louis.
 Treasurer—Mr. C. Amaron.
 Auxiliary Members—Miss F. Joseph
 and Mr. P. Tremblay.



THE SENIORS KNOW HOW TO DO IT.



WITH the teams entered in baseball and basketball leagues, and with an active, businesslike athletic executive, athletics are booming at Macdonald this winter. In basketball, the team in the Intermediate B Section of the City and District League is showing up well with a win and a loss to their credit. The baseball team in the Montreal and District League are showing championship class. Another team from the college, representing the Junior Staff, is also entered in this league and have won all their games to date. The hockey team is making creditable showing, but the need of a coach is felt. There seems to be less enthusiasm in this branch of sport than in others: the lack of a suitable covered rink has a great deal to do with this state of affairs. The keen interest in college sport is followed up equally in interclass activities.

The interclass series for the Robertson Shield is proving a close one, especially between the Juniors and Sophomores. One of these classes will undoubtedly win the shield. A new phase of athletics has been started this season for which the college is greatly indebted to Dr. Harrison. His gener-

ous gift of \$300 to the Athletic Association enabled the executive to secure the services of a competent instructor in boxing. The classes have been well attended and considerable enthusiasm has been shown. This is a branch of sport which should be encouraged as much as possible.

With winning teams in the baseball and basketball leagues and with keen competition in the interclass series, the remainder of the season should be interesting. This is much to be desired, and is in strong contrast to the conditions in the past few years.

BASKETBALL.

Macdonald. 28; *Highlanders.* 18.

January 24th.

The opening game of the Intermediate Section of the City and District League was played between the Highlanders and Macdonald on the former's floor. Both teams commenced at a fast pace and exhibited good combination. Due to expert refereeing, clean play was in evidence at all times.

The College drew first blood, but the Highlanders quickly retaliated. Throughout the first half there was little to chose between the teams. In fact,

the soldiers had the big end of a 11—10 score at the end of the first half. The second half was characterized by an excellent display of combination by Macdonald. They took the game in their own hands and completely outclassed their opponents in every respect. As a result, they quickly drew ahead, and when the final whistle blew, the score stood 28—18 in their favor.

Black and Bootes played the best game for the losers, while Sutherland and Peterson were the pick of the winners, although the whole team played a splendid game.

Macdonald — J. Skinner, Amaron, Templeton, Sutherland, Peterson.

Highlanders — Cootes, Lloyd, Bennett, Black, Lanthier, Gallagher, Pretty.

Central Y.M.C.A., 45; Macdonald, 8.

The college team were put to the crucial test on February 5th, when they played the Central team on the latter's floor. The game was fast from beginning to end with plenty of combination. In this respect, however, the Central team completely outclassed the Mac team. The fact that the gym. was a strange one to the Macdonald team probably has something to do with this. Not only did the Y.M.C.A. boys display good combination, but they handled the ball well and played their positions excellently. As a result, they had little difficulty in piling up a big score.

Macdonald — Amaron, S. Skinner, Templeton, Sutherland, Peterson.

Central—King, Corriveau, Paquette, Ping, Clelland.

McGill, 38; Macdonald, 18.

On February 14th, the College team went down to defeat before the speedy McGill Intermediates at the Central Y.M.C.A. The game was very fast and

clean with comparatively few fouls. The Mac. team were not used to the gym. and did not show up well in the first half, but in the second easily held their own. McGill's early lead proved too big to overcome, however, and they finished with the small end of a 38—18 score. The good shooting and snappy team work of the McGill men was a feature.

Macdonald — Amaron, S. Skinner, Templeton, Peterson, Major.

McGill — McKee, Parlow, Murray, Martin, Bunt, Amaron, Campbell.

Central, 26; Macdonald, 18.

Speed and combination proved too much for the College team on February 18, and Central won out. The game was fast and well played by both teams. In the first half the odds were even and the period ended with the score tied 7—7. The work of the Mac. defence kept the score down, both Peterson and Sutherland playing a sterling game. Central changed their line up in the second half and the effect was soon seen. The visitors had the best of the play, and by means of good shooting soon ran the score up. The College team made several rallies, but bunched too much, and did not seem to be able to get going. King was the pick of the visitors, but there was little to choose between them. Peterson and Amaron played best for the home team. The final score stood 26 to 18 for Central.

Central—Carriveau, Pink, Paquette, King.

Macdonald — Peterson, Sutherland, Templeton, S. Skinner, Amaron.

Macdonald, 36; Highlanders, 22.

On Thursday evening, February 19, the Macdonald Basketball team playing the Royal Highlanders' quintette in the

College gym. This was Mac's second encounter with the Highlanders and again they obtained an easy victory.

The game started at a good fast clip, and soon Amaron had rolled in the ball for Mac's first basket. Other baskets followed in short order and by dint of the good combination of Mac's forwards and the vigilance of the defence men, a substantial lead was secured. At the end of the first half the score stood 21—12 in Mac's favor.

The second half was hardly as fast as the first half, but Macdonald easily kept in the lead. The game ended with the score 36—22 in Macdonald's favor.

R.H.C.—Black, Lanthier, Gallagher, Cootes, Parks.

Macdonald—Major, Bowen, Templeton, Amaron, S. Skinner. Hatch.

BASEBALL.

Junior Staff, 12; Macdonald, 9.

The Staff and the College baseball teams clashed in the opening game of the City and District League on Jan. 17. The teams put up a fast, snappy brand of baseball, and there was little to choose between them. The Staff secured an early lead and maintained it throughout the whole game by steady consistent play. The College team made several batting rallies, but on the whole, the batting was rather weak. One of the features of the game was the work of the Staff battery. Summerby and A. Ness. For the College Dunsmore, L. Ness, and W. Hay played good ball throughout the entire game.

Score by innings:—

Macdonald	1	0	0	5	0	1	0	2	0	—	9
Jr. Staff	3	1	4	2	0	0	0	1	x	—	12

Batteries—Dunsmore and E. Ness; Summerby and A. Ness.

Macdonald 12; McGill Whites, 7.

By hard, consistent hitting the College team retrieved their first loss, and outplayed the McGill Whites, 12—7, on Jan. 24th. Both teams played a good game in the field, although the visitors were somewhat superior in this respect. The Macdonald team had no trouble in hitting Wilson, the McGill pitcher: Cooper especially starred in this respect. On the other hand, after C. Skinner got well warmed up to his work, he had the McGill men at his mercy. Taking the game as a whole, the score is hardly a fair indicator of the play as the College team completely outclassed their opponents and won easily.

Score by innings:—

McGill W.	0	3	0	0	3	0	0	0	1	—	7
Macdonald	1	2	2	1	2	3	1	0	x	—	12

Batteries—Wilson and Burland; C. Skinner and E. Ness.

Macdonald, 29; McGill Reds, 21.

Hard hitting and consistent pitching and fielding gave the College team the big end of a 29—21 score on Jan. 28th. The game was played in a strange gym, and the Mac. team deserves considerable credit for the win. The McGill fielding was weak and this proved a big factor, especially in the second inning when the Macdonald boys piled up eleven runs, and also in the eighth. Wallace and McGillis played the best game for McGill, the former being especially brilliant, while Parker and Pewtress starred for Macdonald.

Score by innings:—

Macdonald	0	11	0	0	4	0	5	6	3	—	29
McGill R.	5	1	0	3	0	5	3	4	0	—	21

Batteries—Dunsmore and E. Ness; Wilson and Anglin.

Macdonald, 31; R.C.R., 18.

On February 14th, the Macdonald boys registered their third straight win by taking the R.C.R. team into camp to the tune of a 31—18 score. Hard hitting, fast work on the bases, good pitching, and snappy fielding all combined to make the victory an easy one. The soldiers never had a chance from beginning to end, except in the sixth, when they pushed nine runs across the plate. They played fairly good ball, however, but were handicapped by a lack of knowledge of the rules, and the fact that the gym. was a strange one.

Score by innings:—

R. C. R.	0	3	1	0	2	9	1	1	1	—	18
Macdonald	11	8	1	1	1	7	0	2	x	—	31

Batteries—Diamond and Sweeting; Dunsmore, C. Skinner and E. Ness.

Junior Staff, 19; M.A.A.A., 15.

The Junior Staff played the M.A.A. A. at Montreal, Thursday evening, January 22nd, and won their game 19—15. Summerby and Ness worked at their best and the support afforded them was excellent, with the exception of two innings in which the home team made most of their runs. Considerable disadvantage was found in playing balls off the walls and fixtures, a new feature to Macdonald, but one always played by M.A.A.A. Prof. Barton umpired the game in fine style for both sides, since Mr. Richards, M.A.A.A. Physical Director continually got into difficulties because of his lack of knowledge of indoor baseball rules.

The score by innings:—

Junior Staff	0	7	2	2	2	4	1	0	1	—	19
M.A.A.A.	1	0	2	0	0	6	6	0	0	—	15

Batteries—Summerby and A. Ness; Park and Glickman.

McGill Reds vs. Junior Staff.

On February 7th, the McGill Reds paid a visit to the College and played a league game with the Junior Staff. Although the score was very much in favor of the latter team the visitors put up a fairly good game. Their chief difficulty seemed to lie in their inability to drive the ball away from the home plate as the majority of their men were put out while batting and did not get a chance to pile up any runs. On the other hand their pitcher, Cockshutt, struck out quite a few of our men, and final score was 23—7.

After the game the Junior Staff entertained the McGill boys in their sitting room and provided refreshments which were much enjoyed by all concerned. We are looking forward to our game with this team in town.

Junior Staff, 40; McGill Whites, 17.

In a rather one-sided game, the Staff team outplayed the McGill Whites to the tune of 40—17. The game was played in the High School gym. on February 13th. The Whites were without their pitcher, and the hard hitting and snappy play of of the Staff team, coupled with their fine teamwork, proved more than a match for them. The fifth inning was the big one: in it the Profs. rushed over eighteen runs, putting the game on ice.

Score by innings:—

Jr. Staff.	3	7	7	0	1	8	0	5	—	40
McGill W.	0	0	3	6	4	1	2	x	—	17

Batteries—Summerby and J. H. McOuatt; Crain and Burland.

HOCKEY.

Macdonald, 6; D.S.C.R., 2.

In a game characterized by stiff checking and plenty of shooting, the

College hockey season was opened on January 28th, with a 6—2 win from the D.S.C.R. In the first session the students had by far the best of the play and Underhill was steadily bombarded, especially by Laurie and Buchanan. The D.S.C.R. did their scoring in the second half, and the play was much more even in this period. Reid and Boulden played a consistent game for the losers.

D.S.C.R.—Underhill, Reid, Dolphin, Anderson, Doherty, Boulden.

Macdonald — Lachaine, Cooper, Welsh, Buchanan, Laurie, Winters.

Ste. Annes, 7; Macdonald, 3.

Lack of a coach and poor combination were the chief causes of the trimming Ste. Annes administered to the College on Jan. 31st. During the first two periods the Aggies succeeded in holding the village boys to a 3—3 score but their defence collapsed in the final period. Throughout the whole game there was plenty of fast individual play, Welsh and Buchanan starring in this respect, but there was little or no teamwork. On the other hand the village boys played a fast, consistent game with plenty of combination. Lepine was their chief goal getter.

Ste. Annes — Champagne, Cyphiot, Lalonde, Lepine, Pilon, Kent, Williamson.

Macdonald — Richardson, Cooper, Parker, Pewtress, Buchanan, Welsh, B. Ness.

Macdonald, 2; Ste. Annes, 0.

Poor ice spoiled what promised to be a good game between the College and one of the village teams on February 7th. Neither team could get started, and consequently the game was not particularly interesting. The College for-

wards had the best of the argument, and kept Doig busy in the St. Anne goal. He played a first class game, and it was chiefly due to his work that the score was so low as it was. The final whistle found the score 2—0 for Macdonald.

Ste. Annes—Doig, Watt, Walker, F. Heslop, Holcomb.

Macdonald — Richardson, Parker, Welsh, Laurie, Buchanan, Cooper, S. Skinner, Pewtress, B. Ness, Winters.

INTER-CLASS GAMES.

BASEBALL.

Juniors, 22; Seniors, 13.

The Juniors had little difficulty in trimming the Seniors to the tune of 22—13 on Jan. 19th, principally by a combination of superior batting and steady fielding. The first few innings were close, the Juniors leading 3—1 at the end of the third. The fourth inning was the haymaker for the winners, as they piled up seven runs. Dunsmore, the Senior pitcher, was a little off color and was replaced by Welsh. The change had a steadying effect on the team. There were no outstanding stars on either team.

Batteries — Juniors: Smith, Major and Parker. Seniors: Dunsmore, Welsh and E. Ness.

Seniors, 29; Freshmen, 28.

The Freshmen furnished one of the biggest surprises of the athletic season in their game with the Seniors on Feb. 11th. Everybody expected an easy win for the upper yearmen, but it was only in the final inning that they succeeded in nosing out a 29—28 victory. The Freshies proved to be hard hitting aggregated and kept the Senior fielders on the jump. None of the pitchers put

up much of a performance, but Vanterpool made a very creditable showing for the Freshmen. Dunsmore, for the Seniors, pitched a fairly good game, but had a couple of bad innings. Poor support did not help much either.

Batteries—Seniors: Dunsmore and E. Ness. Freshmen: Thompson, B. Ness, Vanterpool and Heslop.

HOCKEY.

Sophomores, 7; Freshmen, 2.

A combination of ideal weather and fast ice resulted in an interesting game in the inter-class series on Jan. 14th. The Sophomores showed up to greater advantage in their teamwork and consequently had little difficulty in winning 7--2. Cooper, especially, worked hard for the Freshmen, while Lachaine's work in the nets for the Sophs. was a feature of the game.

Sophomores — Lachaine, B. Ness, Cliche, Pewtress, Winters, Maw.

Freshmen—Perron, Heslop, Cooper, Amaron, Bowen, Ness.

Juniors, 3; Seniors, 2.

In a surprisingly fast game on Feb. 4th the stately Seniors went down to defeat to the tune of 3--2. Over-confidence nearly cost the Juniors the game. In the first two periods, the Juniors had the play their own way, and began to figure on an easy victory. However, in the final period the Seniors made a strong comeback and as a result caused several anxious moments for their opponents. Laurie and Buchanan kept the Senior defence on the jump, while Richardson played his usual steady game in the nets. For the losers the stellar defensive work of Hodgins and Buckland kept the score down, while S. Skinner and Welsh put

up a good exhibition on the forward line.

Seniors — Hodgins, Ness, Buckland, Welsh, W. Jones, S. Skinner, W. Reid, W. Hay.

Juniors — Richardson, Parker, Bradford, Buchanan, Laurie, Dogherty, Major, R. Jones.

Juniors, 3; Sophomores, 3.

The sudden-death game for the Inter-Year Hockey Championship started Thursday Feb. 19th. We say started, because it is as yet undecided who gets the ribbons.

Playing was very brisk on both sides, from the start. After two or three minutes the Juniors found '22's net, then the game was on. By half-time the Sophs had chalked up two goals to their credit. However, the second half developed into quite a game of shinney before the Juniors finally tied the score and, needless to say, several players decorated the time-keeper's apartments.

Five minutes' each way overtime still left the game a deadlock, each side having found their opponent's net again.

Juniors—Richardson, Chauvin, Parker, Laurie, Buchanan, Dogherty, Jones, Bradford.

Sophomores—Lachaine, Maw, B. Ness, Winters, Pewtress, C. Skinner, Cliche, Beaudin.

Juniors, 1; Sophomores, 0.

The game to decide the inter-class hockey championship was played on Wednesday afternoon, Feb. 26th. Owing to the cold weather, there was only a small crowd present to see the Juniors win.

The ice was in excellent condition.

and play was fast and furious. Laurie, in a rush, scored the only goal of the game a few minutes after play opened. Owing to an accident Pewtress was unable to continue and had to be carried off the ice. The Sophs. although somewhat handicapped, played a fine game, but

were unable to score.

Line-ups — Juniors: Richardson, Parker, Chauvin, Lawrie, Dogherty, Buchanan; subs.: Bradford and Jones. — Sophs: Lachaine, Ness, Donalds, Pewtress, Maw, Winter; subs.: Cliche, Beaudin.

Girls' Athletics

BASKETBALL.

Science vs. Teachers.

More enthusiasm was shown over this game, which took place Dec. 16, 1919, than any other of the season. Every girl was out to support her team, and with the added poise of the boys' encouraging yells the whole game was played in an atmosphere of excitement. The Teachers won by 17—11, and loud was the sound of their victorious song long into that night!

The teams were:

Teachers—M. Fowler, D. Kent, J. Aylen, H. Casselman, H. Hall, J. Lawrie.

Science—H. Kelly, M. Fanjoy, M. Currie, Y. Williams, V. Zeederberg, C. Fraser.

Return Game With R. V. C.

At Macdonald, in December, R.V.C. played Macdonald girls in basketball. The results of the games were: Senior Macdonald, 26; R.V.C., 18. Junior R.V.C., 18; Macdonald, 17.

The return games were played in the Montreal High School gym. The two teams went into town in the morning and were entertained at luncheon by the R.V.C. girls.

In the Junior game, R.V.C. defeated Macdonald with a score of 25—4.

Macdonald's Senior team was also defeated with a score of 18—11.

The following girls played for Macdonald:—Seniors: M. Fowler, D. Kent, H. Casselman, M. Currie, Y. Williams, V. Zeederberg, H. Hall.—Juniors: M. Smyth, G. Thompson, Forster, D. Roberts, G. Louis, C. Fraser, J. Laurie

INTER-CLASS BASKETBALL.

Section "A" Teachers vs. Section "B" Teachers.

The much delayed inter section games were started on Wednesday, February 4th, when Section "A" Teachers played Section "B" Teachers. The feeling of competition between the two sections and their teams was very keen, even before the game started, as it was well known that the game would be a hot one, each team having two of our star First Team players to put into the fight. Helen Casselman and Mary Fowler both belong to Section "A," while Dot Kent and Helen Hall are Section "B" girls. Each of these four did some splendid playing, but it soon became evident that the two in Section B were supported by more experienced players, and in the second half even more than the first, their combination playing would have been a credit to any team. The final score was 14—1 in favor of Section "B."

Section "A": M. Fowler, H. Clarke, H. Casselman, F. Forester, R. Genson, F. Brundage.—Section "B": D. Kent, F. Joseph, D. le Dain, G. Louis, H. Hall, J. Laurie.

Section "C" vs. Science I.

On the same afternoon, Section "C" Teachers played Science I. This game did not show very finished playing owing to the fact that neither team had many experienced players. Perhaps Viola Zeederberg was the most outstanding player in Science I. and M. Smyth for Section "C." The final score was Science 10; Section "C," 7.

Section "C": M. Smyth, G. Thompson, D. Roberts, M. Milne, S. Towne, H. Wilson.—Science I.: H. Kelly, M. Fanjoy, M. Currie, M. Armstrong, V. Zeederberg, J. Plaintiff.

Section "B" vs. Science II.

From the first this game was a proof of Section "B's" strength. Just before the game a change had to be made in the Science line up, and with the generous consent of Section "B" girls the game was carried on with three changes in the Science team. Perhaps it was this, and perhaps it was lack of practice—only two of the team being regular players, and one, Mona Van Duyn, who made most of the Science baskets, a player of two days' standing which was accountable for the number of free shots against Science, all of which were well taken advantage of by Dot Kent, and which did much to bring the score up to 21—7, for Section "B" at the end of the match. The playing of Helen Hall, as guard, cannot be overlooked as a factor in the making of Section "B's" strength.

The players for each team were as follows:—Section "B": D. Kent, F. Joseph, D. le Dain, G. Louis, H. Hall,

J. Laurie. — Science "II.": M. Van Duyn, D. Hennessy, G. McOuat, Y. Williams, H. Kelly, F. Seybold.

Section "B" vs. Science I.

This game, the final in the competition for the Championship for Girls' Inter-Section Basketball, was played on February 9th. During the first half the Science team was by far the weaker of the two, but in the second half, due chiefly to the exceptional playing of Mona Van Duyn as forward, they managed to bring their score up to 14



Section "B" Teachers.
Winners of inter section trophy.

against 23 for Section "B." This section now stands as the best section team at Macdonald, though Section "A" Teachers gave them a hard fight for that honor. Dot Kent is their star player, but every one of the team deserves to be congratulated on their playing.

And so the basketball season for this year has ended! For the fine sport it has given us we are much indebted to Mr. Thompson, who has coached most of the team practices and given up much of his time to referee the games.



One one of those zero mornings, the following conversation took place:

Miss L.: "How is the thermometer this morning?"

Mr. H.: "Very Low."

* * * * *

The subject was lab. work in Bacteriology, and the forum. table 3:

Grace McO. (plaintively): "It's so difficult to make a really good slide."

Mr. H.: "Case where a slip may not be a slide, eh?"

* * * * *

The time: Friday (leap year) night; the place: the College rink; the girl: it doesn't really matter.

The girl: "May I have the pleasure of this skate with you, Mr. H.?"

Mr. H. (murmuring modestly as he accepts): "No pleasure at all, I assure you."

A Few Definitions.

Hug—A roundabout way of expressing affection.

Kiss—Nothing, divided by two; meaning persecution for the infant, ecstasy for the youth, fidelity for the middle-aged, and homage for the old. Shape: a-lip-tickle. (Elliptical.)

Love—A man's insane desire to become a woman's meal ticket.

Wedding—A trade in which the bride is generally given away, and the groom is often sold.

* * * * *

Farmer: "So you have had some experience, have you?"

Youth: "Yes, sir."

Farmer: "Well, what side of a cow do you sit on to milk?"

Youth: "The outside."

Prof.: "What do we call the grub that makes the butter-fly?"

Student: "Toast, sir."

* * * * *

Smith: "I was at a swell stag-party last night."

Jones: "Yes, I saw you going home, but it looked like a stagger-party to me."

* * * * *

New Element: "I preach in my church sometimes. When I do all the people on the street come to hear me."

Butler: "To what church do you belong?—The Salvation Army?"

* * * * *

Wanted:—

- A ring for the finger of scorn.
- A monocle for the eye of a needle.
- A set of teeth for the mouth of a river.
- A feather for the wings of the wind.
- A glove for the hand of time.
- A boot for the foot of a mountain.
- A sleeve for the long arm of the law.
- A button for a coat of paint.
- A sheet for the bed of a river.
- Medicine to keep the ink well.
- Scales for the weight of years.
- A spoke for the wheel of fortune.
- A rung for the ladder of fame.
- A key for a lock of hair.
- A lock for the trunk of an elephant.

* * * * *

Prof.: "Why were you absent yesterday from my lecture on the anatomy of the rabbit?"

Brilliant Freshman: "Because I am tired of these organ recitals."

* * * * *

Hygiene Tried Out.

Teacher, to a laughing boy: "What's the matter with you?"

Boy, having just read a chapter on breathing: "Please nothing, just a modified form of breathing."

Unthoughtful!

Aggie to Science girl: "How old do the Science girls have to be to take a course?"

Girl: "Oh first year 18, but you can't take the second year until you are 23."

Aggie: "Oh; you are Senior Science, aren't you?"

* * * * *

Oh, Shame!

1st Elem.: "I had initiation this morning."

2nd Elem.: "You don't say so! Did it hurt?"

1st Elem.: "No, I merely had to clean up one of the rooms as a moral (Morrill) lesson for the rest."

* * * * *

He Knew His Grammar.

"Richard," suddenly asked the teacher, "have you learned your history lesson?"

"No'm," answered the idle boy, slowly, "I hain't had no time for nothing but this here grammar lesson yet."

* * * * *

Seen on an Art exam. paper: "Still life is a group of persons standing rigid."

* * * * *

Mathematics Up-to-date.

Imagine how a fond parent felt when he was asked by his young six-grader to do the following sum from his arithmetic book.

"If it takes a four months' old woodpecker with a rubber bill, nine months and sixteen days to peck a hole through a cypress log that is large enough to make 117 shingles, and it takes 165 shingles to make a bundle worth 93c, how long will it take a cross-eyed grasshopper with a cork leg to kick all the seeds out of a dill pickle?"

Penmanship.

The New Mind and Memory Course.

Includes among its students representatives of all classes:

- 14 Admirals and Generals;
- 2423 Acting Lance-Corporals;
- 389 Authors and Bakers;
- 67 Pastry Cooks and Minesweepers;
- 286 Professors and Freshmen.

* * * * *

A Padre writes:

Since taking your wonderful course, I find my flow of language greatly increased. My flights of oratory are such that I can scarcely understand them myself.

* * * * *

An Army Cook writes:

I cannot praise too highly the wonderful work you are doing. Since I have learnt to concentrate, the daily mulligan is no longer the same, and the average rake-off is 37 times as much as formerly.

* * * * *

A "Conchy" says:

The articles on psychology enabled me successfully to bluff no less than three medical boards. Whereas, before the war, I was a humble pen-pusher, I drew, during the war, \$50.00 a week on munitions.

* * * * *

"Ambitious" writes:

I joined up in 1914, but at first neglected my opportunities. About eight months ago I commenced Peumanism, and now, thanks to your great system, I am nearly an acting lance-corporal (unpaid).—God bless you.

* * * * *

A Freshman writes:

Having lived all my life in the city, I know nothing of agriculture. But since taking your marvellous course, I

have been able, by pure bluff, bull and ability to write to suit the individual examiner, to stand ahead of all the real agriculturalists, in the final examinations.

* * * * *

Another Student writes:

I have made such rapid progress in thought since taking your course, that I feel I should hibernate for about 120 years till the world's thought catches up to mine.

* * * * *

A Professor writes:

Before taking your course the Sophomore class would never wait for me, but now, I am of such value to them, that they will wait for me indefinitely.



"Weary's Valentine."
We would like to know the key to this cypher.

Real Hard Service.

"Now that your brother is back, what are you going to do with your service flag?"

"We'll put it in the window again when he gets married."

* * * * *

He Had Some Shoe Bill.

"See that man? Well, sir, he landed in this country with two bare feet, and now he has millions."

"My word! He must be a regular centipede."

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Prof.: "What is a skeleton?"

Soph.: "An animal with its insides
out and its outsides off."

* * * * *

Scripture Paraphrased.

'Twas Friday afternoon in the coun-
try school. The children of Grade I.
were reciting their scripture verses to
the visitor.

One very shy little boy was asked to
recite the verse, beginning: "'Tis I, be
not afraid."

Trembling, he walked to the plat-
form, put his finger in his mouth, and
between sobs, said: "It's—it's only
me—don't be scared."

* * * * *

Viola: "It looks like rain today."

Thelma: "What looks like rain?"

Viola: "A shower bath in action."

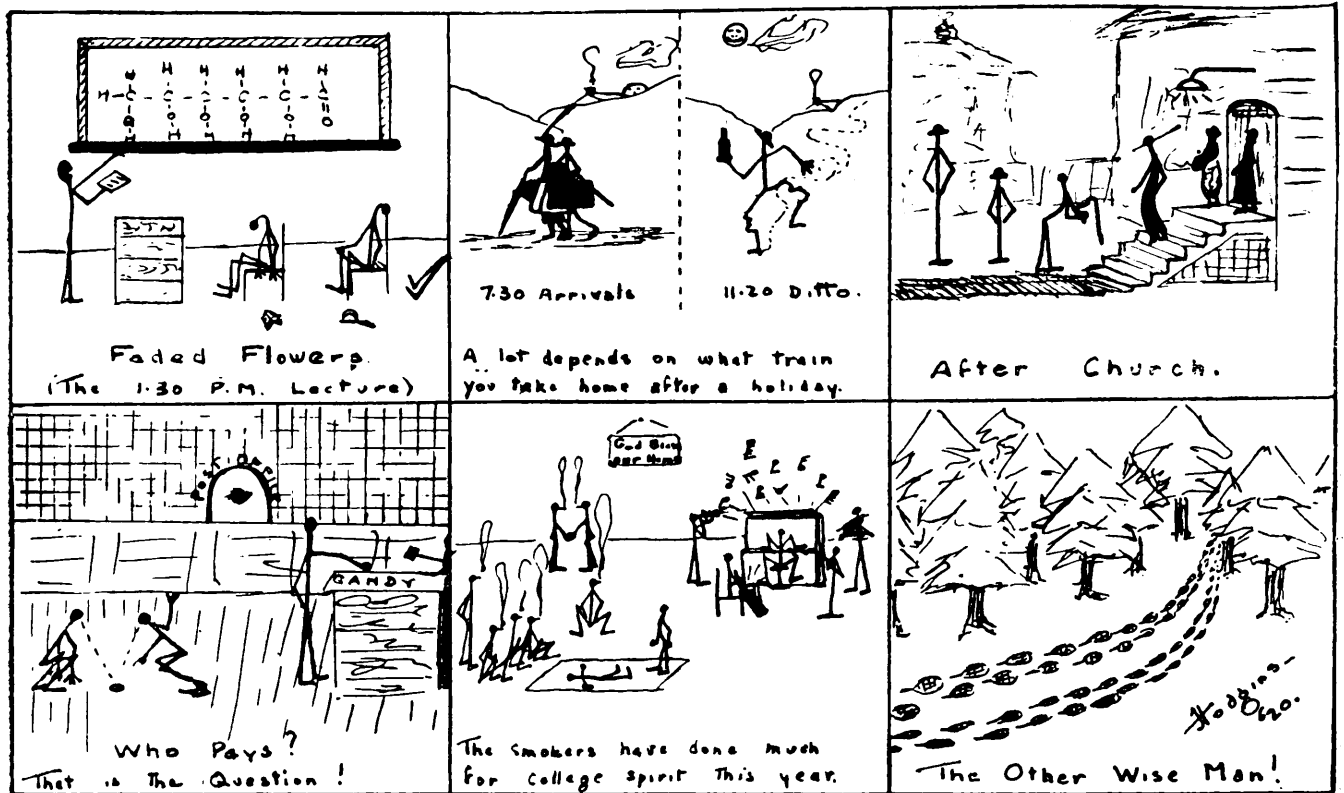
* * * * *

Laugh and the world laughs with you
Eat onions and you skate alone!

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fidence.

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Macdonald College Magazine.*



BLACK-AND-WHITES OF COLLEGE LIFE.

Familiar Sayings.

- H. White: "Oh, for heaven's sake!"
- G. Shortley: "Time!! Time! My kingdom for time!"
- D. Roberts: "No! Not really! How awful."
- M. Horner: "I don't believe it!"
- C. Amaron: "Holy smokes!"
- C. Hodge: "Don't worry! *I'll* be there!"
- M. Taber: "Hurry up! Hurry up!! Hurry up!!!"
- F. Soles: "Just wait! I'll find out."

A few things that a teacher must know:—

- How to measure lumber and cordwood.
- How to plaster and carpet a room.
- How to pave streets and sidewalks.
- What kind of roads to build.
- The best kind of cows and pigs.
- How to "brick up" a house, etc., etc., ad infinitum.

And yet teachers are called one-sided and lazy.

Junior Science: "Bacteriology this afternoon! I suppose we'll be looking for moulds in the basement."

Model: "Oh, yes, those are like little mice, aren't they?"

* * * * *

She (looking at the inkwell on the post-office desk): "That's stationary, isn't it?"

He: "No, that's an inkwell!"

* * * * *

Peg: "Mrs. Ilsen, may I go skating with Mr. Major tonight?"

Mrs. I.: "Grant-ed."

* * * * *

If you think our section splendid,
 From beginning unto end,
 Then we've won the goal we sought for,
 And perhaps we've won a friend.
 If you think our section rotten,
 And should be upon the shelf,
 Just you get around and hustle,
 And try to edit one yourself.

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GIRLS' HOCKEY.

The hockey season for 1920 opened with a short meeting in the gym., where Mr. Boulden outlined the rules of the game to the girls. Miss Jean Campbell was elected Hockey Manager. Since then every Tuesday afternoon and Saturday morning has seen an enthusiastic crowd of girls out on the rink for hockey practice.

We hope that the results of the first game, yet to be played, will reward them for their steady practice.

Real Ones, 3; vs. Make-ups, 2.

Several new but doubtful peaches; a display of mixed styles and colors in "the smart lady's habiliments"; two apparent ladies leaning on one another for support as they powdered one another's noses in the middle of the rink, the while a furious game of hockey waged round them; a brightly-clad girl being temporarily incapacitated, and having to be carried off the ice and heaved up on to the snow bank to recover; girls that never could be girls (such strides they took) skating up the ice, and outwitting their opponents, though they had only straight round sticks against their opponents real hockey sticks (because they pushed their stick into the top of the puck and so held it firm); and the Sophomore class, practically as a unit, sliding down the bank of snow on to the ice because the bank failed to hold them in their exuberance when their favorites scored the first goal; all these were features of a game of hockey that for variety, amusement and unexpected turns will remain long unsurpassed at Macdonald.

The Girl's team challenged the Sophs. to a game of hockey, the latter to wear skirts and use straight sticks only, and were promptly accepted. Time, Wednesday afternoon, Feb. 25th.

The Sophs. had evidently borrowed discriminately with an idea of placing their opponents at a disadvantage by their dazzling appearance, and in this they appeared successful during the first half, for they scored two goals while the girls were unable to get any. The girls, however, came back in the second, determined to play, and not to try to pick up further hints for new spring styles from their opponents ingenious combinations of cuts and colors. A well aimed shot got the "Make-up's" goalkeeper on the knee and rigorous massaging was necessary ere the game could proceed. This display of roughness and the "will to win" evidently shattered the "Make-ups" nerve and the "Real Ones" scored two goals with comparative ease. With only a few minutes more to play, things looked serious when "Miss" Pewtress got away with the puck well under control between the end of his stick and the ice and made a straight rush up a clear rink to the very edge of the "Real Ones" goal. The goaler seemed hypnotised, and the crowd gasped; the game was over and the "Make-ups" had won—but no! "Miss" Pewtress must have had a sudden lapse of memory as to which goal was which, or aberration of the brain, for on the very eve of victory he swung round and came back. Evidently the goaler had overcome him by the power of her eye. The "Real Ones" seized the puck and borne forward by their combined mass, on the crest of a wave of new hope born of that goal not put in against them, they managed to push it into the "Make-ups" goal a minute before time, and so won the game. Shrieks from both sides.

Line-ups—The "Real Ones": Jean Campbell, Clem Hodge, Marjorie James, Sadie Hyde, Gladys Thompson,



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Mary Fowler, Dol. Henessey, Dorothy Stark, Helen Agnew, Dorothy Roberts. —The "Make-ups": Pewtress, Winter, Cliche, Bruce Ness, Donalds, Art. Maw, Lachaine.

BIOLOGICAL CLUB.

The Biological Club has again sprung into active existence. A re-organization meeting was held Thursday, Feb. 5th, with a membership of sixteen to start the ball rolling.

The purpose of the Club is to study and discuss Darwin's Origin of Species. For each of the fortnightly meetings arrangements have also been made to have two or three papers on subjects of current interest to the members.

Officers elected for the remainder of the year are:—

President—L. G. Saunders, '20.

Secretary—J. F. Hockey, '21.

Advisor—E. M. DuPorte.

Wednesday evening, February 11th, the first meeting was held. An introductory paper on "Pre Darwinian Ideas of Evolution" was given by Mr. DuPorte. The first two chapters of the book were than summarized in a paper by Mr. Bryce. A short paper was also given by Mr. Maw on "The Origin of Domesticated Fowls." All papers were very interestingly presented and enjoyed by those present.

It is to be hoped that the meetings may continue with such a good swing throughout the year. A very good programme has been arranged and with the steadily increasing membership everyone is looking forward to have many more highly interesting and instructive meetings.—J.F.H., '21.

Heard in Gym.: Feet on hips and arms backward place

Lecturer: "—, and if you are of no use in the world, when you die your relatives will have to bury you."

"Well! you can't do it yourself, rich or poor."

* * * * *

'Tis said someone is feeling very swell lately, because he has so much cheek. Isn't it a-Paul-ing?

* * * * *

Favorite Hymns.

"You'd be surprised"—Bully Beef.

"The Vamp"—Eva.

"I'll be happy when the preacher makes you mine"—Mildred.

"I want to be an old-fashioned wife"—Peg. H.

"Words are not needed"—Freddie.

"When you look in his eyes"—Sally.

"Can you tame wild women?"—Maisie.

"You're a dangerous girl"—Edna.

"Nobody knows, and nobody seems to care"—Katherine T.

"They're all Sweeties"—The Homemakers.

"A good man nowadays is hard to find"—Frances W.

"Pretty Baby"—Lois.

"I want a doll"—Maddy.

"Why did you make me care"—Margery.

"Kiss me"—Dot.

"The Alcoholic Blues"—Hilda.

"Why do they call them wild women"—Jessie.

"Taxi!"—Billy and Nora.

"For this food"—Hail! Hail! the gang's all here!

* * * * *

Mr. T. (to Models): "What can you say of the Medes and the Persians?"

Bright Student: "Nothing. I simply can't keep track of those minor league teams."

* * * * *